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ABSTRACT

These proceedings contain 46 papers presented at a summer workshop on vocational guidance. The first two papers, presented at general sessions, deal with equal access/sex equity and problems in Vocational Education Data System reports. The remaining 44 presentations are divided into these nine categories (with representative topics): testing (the individual inventory, vocational evaluation/assessment of the handicapped, a review of "A Counselor's Guide to Vocational Guidance Instruments"), occupational information (teleconferencing in vocational education; CHOICES, a computerized career exploration program; employment trends; computer-based career information systems; SIGI, System of Interactive Guidance and Information; the job market; conducting an occupational survey), guidance and counseling (Texas National Guard, teaching occupational clusters, the GOSTA program to teach goal-setting, employability skills curriculum, Project BASICS, vocational counselor's role, interviewing techniques), recruitment and placement (career day, counselor's function, recruitment and placement of disadvantaged and handicapped persons), advisory committees and public relations (effective use of advisory committees), educational and guidance resources (Project Business, tracking/placement systems), and educational alternatives and options (apprenticeship, the adult learning center, counseling for careers in high technology). (YLB)

ED227234

SIXTH ANNUAL

TEXAS VOCATIONAL GUIDANCE

SUMMER WORKSHOP

PROCEEDINGS

"TOGETHER WE CAN"

CE034931

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The Steering Committee Members For This Project Were:

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Frank Fuller	Graduate Teaching Assistant, North Texas State University
Lisa Jones	Secretary (Typing final report and evaluations and proceeedings)

Special recognition must be given to members of the Texas Vocational Guidance Association who volunteered their time and effort to making this project a success.

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Frances Nussbaum	Vocational Counselor	Houston I.S.D.

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Special recognition must also go to Mr. Jack Jackson of American Airlines, our final keynote speaker, for an extremely moving and inspirational address to workshop participants.

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TOPIC: GUIDING TO EQUAL ACCESS

PRESENTER: Cecil Wright, Texas Education Agency

Equal Access is sex equity. Providing women and men equitable chances and choices. It is providing equal educational and career opportunities, erasing existing stero-typing in counseling programs, and materials. It is making educators, administrators, and students themselves aware of habitual sex-role bias. It is removing artificial limits and allowing anyone to plan and pursue any goal not as "male" or "female", but as a capable individual.

The modern day cinderalla stories which exist in the form of a daily diet of "soap operas" is a reality. Male students believe they will all deal in high finance, conduct business with foreign countries, commute from state to state making deals, become the most powerful legislator to exist since Thomas Jefferson, or have as great effect on the nation as Abraham Lincoln. Female students believe they will be the ornamentation catered to by these powerful males. Their responsibility will be to bear the children "adored completely by their fathers", decorate homes which are of mansion quality, plan the party of the year, select clothes, coordinate the household staff and be the envy of other women.

The reality of most of our lives and theirs is greatly different:

1) Women that are in the labor force are working because of pressing economic need.
2) Many men earn less than $15,000 a year.
3) 9 out of 10 women will work outside the home at sometime in their lives.
4) Women work an average of 25 years of their lives. This figure includes the married women. Those women single, widowed, or divorced will work 43-45 years.
5) The average male works 43-45 years.
6) Men die earlier than women.
7) Men suffer more from heart attacks, emphysema, ulcers, and hypertension.
8) Only 1 out of 10 women will not work for at least 25 years of life.

Keeping these realities in focus, the goal of vocational education must be toward preparation of all students for the world of work. This work must be chosen without the myth of stereotypes by sex. Job requirements, with extremely rare exceptions, are unrelated to sex.

Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas a research laboratory found that there is no sex difference in 14, women excel in 6 and men excel in 2. Homemaking in itself is rarely a full-time job for most people. Goods and service formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home and in the work world.

Non-traditional work for women and men is defined as those work roles that have previously been for women or men only i.e., nurse/women, doctor/men. Few persons have attempted to change into the nontraditional areas because of the psychological and sociological forces and barriers.

Today it is imperative that these barriers are eliminated. The largest group of person in poverty include women single-heads of households with children and women above the age of 45. Those in the middle-age group are too young to qualify for benefits because of age and too old to qualify for benefits based on young children. The men have been taught to suffer guilt due to the lack of adequate earning power to the extent that they are great medical risks causing early deaths or mental illness. The barrier elimination has the potential to remove the discrepancy of salary level between women and men as well as create more contented persons in the vocation of their choice. Families should become the beneficiaries of less individual strain, resulting from the realistic expectation and acceptance of the roles of the participants.

TOPIC: VOCATIONAL EDUCATION DATA SYSTEM

PRESENTER: Paul Mehner, Texas Education Agency

Common Problems in VEDS Reports
For the Reporting Period July 1, 1981-June 30, 1982

General Problems

1. District failed to submit a separate report for each campus operating a vocational program. Reporting must be by campus. A separate report for each teacher or one report for the entire district will not suffice.

2. Data submitted on wrong forms:
   - Enrollment and Completion data on secondary students must be submitted on VOC-113.
   - Follow-up data on Secondary Students must be submitted on VOC-116.
   - Enrollment and Completion data on adults must be submitted on VOC-114.
   - Follow-up data on adults must be submitted on VOC-117.

3. LEA's failed to advise TEA when they had no data to report. If an LEA has no data to report, it should submit to TEA a signed cover sheet with the county-district number, stating no data to report.

Problems with VOC-113 and VOC-114

1. Duplication of Enrollments: the same students were reported in Part A and Part B.

2. Use of invalid 6-digit codes. Use the current USOE codes during 1981-82 reporting period. Use the new classification of instructional program (CIP) codes for 1982-83.

3. Local Education Agencies trying to report students by the method of instruction (CVAE, VEH, Co-op, Lab) in which the student is enrolled instead of reporting them in a particular six-digit program in which they are enrolled

4. Failure to report program completers on Part A, Page 2.

5. Reporting persons as completers who completed a class rather than a program

6. VOC-113:
   Part A Enrollments - breakouts for race/sex do not equal total
   Part A Completers - breakouts for race/sex do not equal total
   Part B Enrollments - breakouts for race/sex and breakouts for enrollment by grade do not equal total

7. VOC-114:
   Part A Enrollments - breakouts for race/sex do not equal total
   Part A Completers - breakouts for race/sex do not equal total
   Part B Enrollments - breakouts for race/sex do not equal total

8. Consumer and Homemaking Education programs (formerly known as Useful Homemaking) were reported on Part A rather than Part B.

Problems with VOC-116 and VOC-117

1. Follow-up conducted on wrong group of students. Follow-up is conducted on those students who completed their training during the previous reporting period. Reporting periods begin on July 1 and end on June 30th. Example - students who completed a program in May 1981 should be followed-up during the spring of 1982.

2. Consumer and Homemaking Education programs (formerly known as Useful Homemaking) were included in the follow-up report. Follow-up is reported only on Occupational Home Economics Programs (formerly known as Gainful Homemaking).

3. Confusion concerning the use of VOC-115A. This form is used only to conduct follow-up on Veterans where the LEA must report data on the student to both TEA and the Veteran's Administration.

4. VOC-116: Totals for Part A must equal Totals for Part B
   VOC-117: Totals for Part A, Part B, and Part E must equal each other

5. VOC-116: Parts A, B, and C: breakouts must equal total column
   VOC-117: Parts A, B, C, and E: breakouts must equal total column

6. Part D - Include only those individuals employed full time (at least 35 hours a week) in a field related to their training.

13

Anywhere ISD
Name of Local Education Agency

255-901
County-District Number

TEXAS EDUCATION AGENCY
Department of Occupational Education and Technology

Secondary Program Enrollment and Completion Report

For The Period July 1, 1982 through June 30, 1983

Authority for Data Collection: Sections 104.116(b) and 104.404(d) Part 104, Title 45, Code of Federal Regulations.

Planned Use of the Data: To comply with State and Federal reporting requirements. Data will also be used for planning and evaluation of vocational programs.

Instructions: Contained on attached sheets. If additional clarification is needed, contact Paul Mehner (512) 475-6205.

This report is composed of the following parts:

		Page Number
Part A:	Secondary Program Enrollment Report Occupational Preparation Programs Involving VEDS Follow-Up Activities	1
Part A:	Secondary Program Completion Report Occupational Preparation Programs Involving VEDS Follow-Up Activities	2
Part B:	Secondary Program Enrollment Report Occupational Preparation Programs **Not** Involving VEDS Follow-Up Activities	3
Part C:	Special Needs Enrollments by Type of Instructional Setting and Handicapping Conditions	4
Part D:	Enrollments in Cooperative Education Programs	4
Part E:	Head Counts by Legislative Purpose	4

Contact Person	Address	Area Code and Telephone Number

Edit Checks

Before signing and submitting the VOC-113R83 report, please ensure that the report is correct by conducting the edit checks listed on the back of this sheet. Discrepancies, if left uncorrected, will result in additional data being required from the Local Education Agency when the reports are processed.

Typed Name of Authorized Representative	Date	Signature of Authorized Representative

This report is due **June 30, 1983.** Estimates may be used in reporting those individuals whose vocational activities will terminate after the date the LEA compiles this report.

Return one copy of this signature page for the district as a whole plus one copy of Form Number VOC-113R83 for each campus to:

Texas Education Agency
Department of Occupational Education and Technology
Research Coordinating Unit
201 East Eleventh Street
Austin, Texas 78701

If the LEA does not have any data to report on this form, indicate such by writing NO DATA TO REPORT on this page, enter the district's name, sign it, and submit this page to the above address.

VOC-113R83

Edit Checks for VOC-113R83

1. A separate VOC-113R83 report must be submitted for each campus that has a vocational program.

2. Program codes listed in column one on Part A Enrollments, page 1, and in column one on Part A completers, page 2, should be only those six-digit codes contained on the List of Six-Digit Classification of Instructional Programs (CIP) Codes for reporting vocational programs. This list is included in your VEDS packet.

3. Part A Enrollments, page 1, and Part A completers, page 2, should contain only information on 11th and 12th grade students identified with a six-digit Classification of Instructional Program (CIP) Code. Do not include students enrolled in Consumer and Homemaking Education, Exploratory Industrial Arts, Occupational Orientation Programs, or those classified below the 11th grade in Part A.

4. On Part A Enrollments, page 1, Section I, Total Enrollments should equal the race/sex breakouts in Section II.

5. Students reported on Part A Enrollments, Page 1, should not be reported on Part B Enrollments, Page 3, and vice-versa. The only allowable duplication in reporting is on students concurrently enrolled in a six-digit occupational program and in a Consumer and Homemaking Education Program or an Exploratory Industrial Arts program.

6. On Part A Completers, page 2, Section III(1), Total Completers should equal the race/sex breakouts in Section III(2).

7. On Part B, Page 3, under Occupational Preparation Programs, report all students below the 11th grade who are enrolled in occupational preparation programs. The only 11th or 12th grade students included in this section are those vocational enrollees not reported on Part A Enrollments, page 1.

8. On Part B, Page 3, under Consumer and Homemaking Programs, Exploratory Industrial Arts Education Programs, and Occupational Orientation Programs, include all grade levels that apply.

9. On Part B, page 3, students enrolled, or who were enrolled, during the reporting period in more than one Consumer and Homemaking Education Program (20.01XX) should be reported in one of the following: (A) the program in which the student was most recently enrolled or (B) if this does not apply, assign the students to one of the programs based on the institution's own decision.

10. On Part B, Section I, Total Enrollments should equal the breakouts on Section II and Section III.

11. On Part C, Page 4, report all disadvantaged, LEP, and handicapped students enrolled in vocational programs who were reported in Parts A and B. Report these students by the type of instructional setting. Note that CVAE, VEH, and VAC students are to be reported on the line indicated as "Separate".

12. On Part D, Page 4, report by program area all cooperative vocational education students who were reported in Parts A and B.

Anywhere [illegible]
Name of Local Education Agency

Today
Name of Campus

TEXAS EDUCATION AGENCY
SECONDARY PROGRAM ENROLLMENT REPORT
Occupational Preparation Programs Involving VEDS Follow-Up Activities
Reporting Period July 1, 1982 through June 30, 1983

255-901-00[illegible]
County-District-Campus Number

Page 1 of 1

PART A ENROLLMENTS		SECTION II: Racial/Ethnic Designation and Sex									
		American Indian Alaskan Native		Asian or Pacific Islander		Black, Not Hispanic		Hispanic		White, Not Hispanic	
Six-Digit Classified Instructional Program Codes (CIP)*	Section I Part A Enrollments	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Report on this page 11th and 12th grade students enrolled in a skill training program identifiable by a 6-digit Classification of Instructional Program (CIP) code. All students receiving training in the same 6-digit code should be combined and reported on one line regardless of whether or not the students are attending regular, CVAE, VEH or VAC classes and regardless of whether or not the teaching unit was allocated as pre-employment lab, co-op, or combination unit.											
Examples											
01.0201	10	1				2		2		4	1
01.0301	6					2	1	1		2	
01.0605	11			1		3	2	1	1	2	1
03.0406	8				1	1	1			5	
07.0606	18		2		2	1	4	1	3	1	4
06.0704	20	1				4	1	2	2	5	5
17.0101	17					5	4	3	1	2	2
20.0202	16						4		4	6	2
15.0903	12			1		4		3		2	2
12.0403	20	1	1				5	1	5	3	4
46.0503	15					5	1	5	2	2	
47.0606	22					4	1	6	3	6	2
TOTALS	175	3	3	2	3	31	24	25	21	40	23

*Refer to enclosed [illegible] Six-Digit Instructional Program Codes for Reporting Vocational Programs.

VOC-113R83

255-901-001

County-District-Campus Number

Page 1 of 1

TEXAS EDUCATION AGENCY
SECONDARY PROGRAM COMPLETION REPORT
Occupational Preparation Programs Involving VEDS Follow-Up Activities
Reporting Period July 1, 198__ through June 30, 198__

PART A COMPLETERS

Six-Digit Instructional Program Codes*	III(1): TOTAL COMPLETERS	SECTION III: Program Completers — III (2): Racial/Ethnical Designation and Sex									
		American Indian/ Alaskan Native		Asian or Pacific Islander		Black, Not Hispanic		Hispanic		White, Not Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Report on this page those 11th and 12th graders reported in Part A Enrollments, on Page 1, that have completed the program in which they were enrolled during the current reporting period July 1, 1982-June 30, 1983. The student may or may not have graduated. These are the students you will be reporting follow-up information on in next year's report.											
Examples											
01.0201	6	1				1		1		2	1
01.0301	3					1		1		1	
01.0605	8					3	1	1		2	1
03.0406	4									4	
07.0606	12		1		2		4		1	1	3
06.0704	14					2	1	2	2	4	3
17.0101	10					4	3	1	1		1
20.0202	6						2		2	1	1
15.0903	9			1		4		2			2
12.0403	12						4		3	3	2
46.0503	10					4		3	1	2	
47.0606	11					2		2	1	5	1
18										19	
TOTALS	105	1	1	1	2	21	15	13	11	25	15

*Refer to enclosed list of Six-Digit Instructional Program Codes for Reporting Vocational Programs.

255-90[illegible]1

County-District-Campus Number

TEXAS EDUCATION AGENCY
SECONDARY PROGRAM ENROLLMENT REPORT
Occupational Preparation Programs Not Involving VEDS Follow Up Activities
Reporting Period July 1, 198 through June 30, 198

Part B

PART B ENROLLMENTS Instructional Programs	SECTION 1: PART B ENROLLMENTS	SECTION II: Racial/Ethnic Designation and Sex										SECTION III: Enrollment by Grade		
		American Indian Alaskan Native		Asian or Pacific Islander		Black Not Hispanic		Hispanic		White Not Hispanic		Below Grade 9	Grades 9 and 10	Grades 11 and 12
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Occupational Preparation Programs	XXXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Agriculture	29	1				4		10	2	6	6		28	1
Distributive	10			1			3		1	2	3		10	
Health Occupations														
Occupational Home Economics	18					2	2		6		8		18	
Office Occupations	21						3	2	2	6	8		21	
Technical														
Trade & Industrial Occupations	16					6	1	3	1	4	1		16	
Consumer and Homemaking Education Programs	XXXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
20.0101 Comprehensive Homemaking (I, II & III)	100		1		1		40	2	10	6	40		40	60
20.0102 Child Development & Guidance														
20.0103 Clothing & Textiles														
20.0104 Consumer Education														
20.0106 Family Health														
20.0107 Family Living & Parenthood Ed	20						4		10		6		8	12
20.0108 Foods & Nutrition														
20.0109 Home Management														
20.0110 Housing & Home Furnishings	30					1	4	4	4	2	15		14	16
20.0199 Other Homemaking														
Industrial Arts Education Programs														
21.0101 Exploratory Industrial Arts	64					10	12	8	20	6	8	64		
Occupational Orientation Programs	XXXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
99.0120 Occupational Investigation														
99.0130 Occupational Exploration	70			1	1	8	6	6	12	10	26	70		
TOTALS PART B	378	1	1	2	2	31	75	35	68	42	121	134	155	89

In this section, report all students enrolled in Consumer and Homemaking Education Programs, Exploratory Industrial Arts Education Programs, and Occupational Orientation Programs that are offered on this campus.

In this section, report all students below the 11th grade who are enrolled in Occupational Preparation Programs. The only 11th or 12th grade students included in this section are those vocational enrollees not reported on Part A Enrollments, Page 1, because there is no expectation of these 11th or 12th graders ever completing the program in which they are enrolled by the time they graduate from high school.

255-901-001

County-District-Campus Number

TEXAS EDUCATION AGENCY
SECONDARY PROGRAM ENROLLMENT REPORT
Reporting Period July 1, 198__ through June 30, 198__

PART C Special Needs Enrollments by Type of Instructional Setting

Type of Setting	Handicapped	Disadvantaged (Federal Subpart 3)	Disadvantaged (Federal Subpart 4)	LEP
Mainstream/No Support	-0-	-0-	XXXXXXX	-0-
Mainstream/Support	7	34	-0-	9
Separate (CVAE, VEH, VAC)	10	20	-0-	4
TOTALS	17	54	-0-	13

In this section, report all handicapped, disadvantaged, and LEP students enrolled in vocational programs in Parts A & B according to the type of setting.

PART D Enrollments in Cooperative Vocational Education Programs

Instructional Program	TOTAL
Agriculture	6
Distributive	12
Health Occupations	10
Occupational Home Economics	-0-
Office Occupations	8
Technical	-0-
Trade & Industrial Occupations	17
TOTAL	53

In this section, report by program area all cooperative vocational education students reported in parts A and B.

PART E Head Counts by Legislative Purpose

	TOTAL
Work-Study	4

Report vocational students employed by the district under the work-study program.

VOC-113R83

1 TOPIC: INDIVIDUAL INVENTORY

PRESENTER: Charles Anderson, Iowa Park I.S.D.

This presentation is concerned with the Individual Inventory. I prefer Individual Training Record or Individual Vocational History Folder. The presentation is from the perspective of an Occupational Orientation Investigation teacher. The Individual Inventory is of most value to the Vocational Counselor and Job Placement Coordinator. In my opinion the value is inhanced if the Occupational Orientation teacher intiates the record in the eighth grade.

The folder is usually started in the first part of the semester. My class uses role playing throughout the course. We begin by deciding that the best business to operate for our course is an employment agency. A manager is selected and the manager then conducts interviews and selects the other workers. The two or three personnel clerks then initiate a personnel folder; the handout you are receiving now. The personnel folder is from Amsterdam Business Supplies. Included in the packet is an order form for the folder and various personnel forms. We also use the interview report, the separation report and the performance evaluation form. The separation and interview reports both lend considerable impact to classes on job acquisition skills.

Throughout the semester personnel maintains the folder. Assignments are placed in the confidential folder and then placed in the file by the personnel clerks. Periodically folders are checked and grades recorded.

I use the Kuder Interest Inventory and the Differential Aptitude Test (D.A.T.). One or two of the interest inventory and personality inventory are to prepare the students for the Kuder. Usually one or two weeks later the D.A.T. is given. The students have access to their results to use in

planning as we progress through the other phases of the course. The objective is to let them know that there is a record for their use to aid in career planning. They will refer to their personality inventory, interest inventory and aptitude scores as they prepare reports in the various career clusters.

At the end of the semester the pertinent information is taken from their personnel folder and inserted in the Individual Inventory that you are receiving now. The students are acquainted with the folder and introduced to the Vocational Guidance Counselor who will maintain their record in high school.

My background in initiating and maintaining training records is Military Aircrew Training. I think that the record should be for the personal use of the individual concerned but necessarily maintained in a controlled file, the second purpose of course is for required reports.

The record is designed to aid the students and counselor as much as possible. The first entry you notice as you remove the record from the file is a section titled Annual Review. There is a space for date, student's initials, counselors signature and remarks. This is intended only as a reminder to the counselor as to when or if the student has been seen before. Inside the folder is a place for the students name and profile. In addition to parents names and addresses there is a line for a listing of two people who will know the student's address five years from now. This is to be filled out when the student reaches senior status.

There are places for academic and vocational grades as well as attendance. The Interest Inventory and Aptitude areas list general areas common to all interest, inventories and aptitude tests. There is a section for selection of occupation objectives and dates. The first entry will usually be made by the Occupational Orientation teacher. This allows the student to check his/her

own growth and change through high school. This also aids the counselor in working with a particular student and in preparing the necessary post high school reports.

The Individual Inventory folder hopefully will primarily aid the student, but also aid the counselor in tracking and planning for a career for the student in the world of work. Dr. Hollenback can assist you in obtaining additional copies or providing more information.

2 TOPIC: A CENTER FOR VOCATIONAL EVALUATION OF THE HANDICAPPED (AN UPDATE)

PRESENTER: Robert Greer, Vocational Evaluation Center, Dallas I.S.D.

Developed as a comprehensive vocational evaluation center for assessing the vocational interests and aptitudes of high-school-age special education, students this Center began operation in January of 1978. The Center was part of a major committment on the part of the Dallas Independent School District to provide vocational education to the handicapped consistent with the intent of P.L. 94-482, P.L. 94-142, and section 504 of P.L. 93-112.

A major objective of the Center's program is to provide information to the handicapped students' home school planning team (ARD) to assist in the development of the vocational component of the student's Individual Education Plan (IEP). The plan includes information about the students present level, annual and short-term instructional objectives, specific educational services required, allocation of time, and a plan for evaluating each objective. The team responsible for developing this plan needs specific input relating to the vocational competencies of the student rather than a compilation of deficts.

Upon referral to the Center a schedule of assessment is made and the student's records are reviewed. The purpose of the review is to determine the present level of function of the student. Current educational, psychological, and medical records are utilized to develop an initial assessment plan. The student is assigned to an evaluator who will be responsible for carrying out the assessment and for any modifications to the assessment plan.

The assessment can be brief (three hours) or comprehensive (up to fifteen hours) based on the student's level and ability to function. The staff is able to draw from a comprehensive battery of individual tests and test systems such as Valpar, JEVS, VIEWS, and McCaron Dial.

A comprehensive vocational evaluation report is developed based on both performance and behavorial observations made during the assessment of the student. The report addresses reason for referral, background information, student's vocational interests, vocational awareness, vocational aptitudes, summary of findings, and recommendations.

The staff is utilizing a micro-computer to write these reports. The computer is able to assemble a comprehensive report from a library of phrases and statements that were locally developed and at the same time provide for editing from the keyboard. The final draft of the report is as individualized as a handwritten report without the labor usually associated with such reports.

The Center has served as a model and is visited by many educators interested in the processes and procedures that have been developed. New areas of development will include development of local norms and feedback relative to student success in their vocational programs.

4 TOPIC: VOCATIONAL ASSESSMENT OF THE HANDICAPPED: BEGINNING A PROGRAM IN YOUR DISTRICT

PRESENTER: Jane Harrell, Vocational Evaluation Center, Houston I.S.D.

All students, handicapped or not, deserve the best possible preparation for understanding and entering the world of work as productive, contributing citizens. As a result, school districts are encouraged to include assessment of students' interests and vocational aptitudes as a part of their comprehensive educational program.

The rights of handicapped students for a free and appropriate education, including vocational education, are now guaranteed by Public Law 93-112, Section 504 of the Rehabilitation Act of 1973, by Public Law 94-142, Education for All Handicapped Children Act and by Public Law 94-482, The Vocational Education Act of 1963, amended in Education Amendments of 1976.

The Texas Education Agency is committed to comprehensive vocational education for handicapped students. The Agency's "Policies and Administrative Procedures for the Education of Handicapped Students" and the"Guidelines for Vocational Assessment of the Handicapped." November 1980, provide the framework for programming vocational services for the Handicapped in the State of Texas.

Once a school district decides to undertake a program of vocational assessment for the handicapped, problems oftern arise in just where to begin and what are the logical steps to follow in organizing the program.

One of the first steps to take is to name a task force, with representatives from special education, vocational education and vocational education for the handicapped. This task force should map out a time table for actions leading to the organization of the assessment program. There should be an agreement on what the district wants to know regarding the vocational aptitudes and interests of their special needs students.

Once the purpose and need for the program is established, money available, staff and site should be considered. Budget funds may come from special education, vocational education, guidance, vocational education for the handicapped monies or a combination of these and other sources. The amount and sources of money available in your district will determine the extent of your program.

Identifying the staff is equally important. Vocational assessment is based on the positive qualities in a student and how those qualities can fit into the job market. The vocational evaluation staff must be able to see and understand this relationship. If possible, resources from both vocational and special education departments should be used.

The site is also an important factor. Transportation will not necessarily be a factor in a smaller district with one or two high schools but will be an issue in larger districts. The testing site itself, however, should be accessable, large enough to comfortably house the program, well lighted and conducive to good testing.

Available tests should be studied and reviewed to determine what types of instruments would be the most helpful to your district.

Procedures for referrals should be clearly outlined and established. Report forms need to be constructed to include all information deemed necessary for your district's vocational programs. It should also be determined who received the reports and how they will be used.

Before beginning the actual assessments, all personnel who will be involved in any way should be thoroughly inserviced on all procedures. Following this,a set period of time should be spent in testing and following all outlined procedures. At the end of that period of time, the program itself should be evaluated for any modifications or changes that may be necessary.

Vocational Assessment of the Handicapped

TEA Vocational Counselors Workshop
August 11-13, 1982
Austin, Texas

Jane Harrell · Vocational Counselor
Vocational Evaluation Center for the Handicapped
Houston ISD

VOCATIONAL ASSESSMENT OF THE HANDICAPPED:

A Guide to Help You Start a Program in Your District

By Jane Harrell, Vocational Counselor
Vocational Evaluation Center for the Handicapped
Houston Independent School District

All students, handicapped or not, deserve the best possible preparation for understanding and entering the world of work as productive, contributing citizens. As a result, school districts are encouraged to include assessment of students' interests and vocational aptitudes as a part of their comprehensive educational program.

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In its own committment to its handicapped students, your District has made the decision to develop an assessment program for the handicapped, so.....

? ? WHERE DO YOU BEGIN ? ?

The following suggestions are made to help you start your own program. Remember, they are suggestions. To be successful, any program must fit the needs of the people it serves. An assessment program must do just that. Stronger vocational programs are built by properly placed students. Your assessment program must fit the needs of your own District program.

STEP 1: Select a committee to begin and oversee the development of the program. This committee should include representation from the special education, vocational education and the Vocational Education for the Handicapped departments.

STEP 2: Make a time line--an organized plan for program development with dates set for accomplishment of each assignment. Include the following decisions for committee discussion reports:

a. What do you want to know? A Statement of Purpose.

b. Administrative placement of the program. Will funding come from vocational education or special education or jointly? How much money is available for the program.

c. Staff--Who should be responsible for the program? This person should be very instrumental in its formation from the beginning.

d. Policies and Procedures

(1) Type of testing and information needed for each level given in the state guidelines.

(2) Timetable for accomplishment of each level, e.g., Level I administered at 8th grade, etc.

(3) Procedures for carrying out each step--who will be responsible for each task and how will it be reported.

(4) Procedures for referring students.

(5) Procedures for reports. Who is responsible for writing reports? Who is responsible for receiving and filing the reports?

STEP 3: Consider your situation.

a. What do you want to know about your students?

b. How many students will you be serving?

c. What is the handicapping condition of the majority of students in your District?

d. What programs do you have available for your students. What do the programs need to know about the students?

e. What staff do you already have that could move into the assessment field?

f. How much money do you have available for the program?

STEP 4: Choose the instruments to be used. Survey the market for tests that will fit your needs. Attend meetings, sales presentations, etc. Some questions to ask when reviewing tests include:

(1) Cost

(2) Where and how to obtain materials

(3) Administration and scoring procedures

(4) Reading level required

(5) Population for which test is suited

(6) How much space is required to administer the test? Is it portable?

STEP 5: Choose site and staff

a. Name personnel who will be responsible for each level of testing.

b. Choose location where each level will occur (classroom, testing room, testing center, etc.)

STEP 6: Compose report forms for each step necessary. Remember: Report should be easy to fill out and easy to read. Reports should convey only necessary information and be as graphic as possible. Language should be easily understood by all personnel using the report. (Cumulative reports remove the problem of duplicating information.) Make worksheets for instructions on filling out the reports to make the information uniform throughout the District.

STEP 7: Inservice ALL involved personnel on the coming program of assessment. Include proper procedures for referrals, how to interpret reports, etc.

STEP 8: Make trial runs. Test several students to see if your process is working as you had hoped. Test enough students to insure you have a good perspective.

STEP 9: Re-assess your program for any changes or modifications that may be necessary or that you feel would be helpful in adding to the value of your program.

REMEMBER: Any new program needs careful planning. Give yourself time to plan and prepare. The life of your handicapped vocational student may depend on it!

Bibliography of Reading Materials

Guide for Occupational Exploration
U.S. Department of Labor
Employment and Training Administration
U.S. Government Printing Office
Washington, D.C. 20402

Guidelines Vocational Assessment of the Handicapped
Texas Education Agency
Austin, Texas

Materials Development Center Catalog
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Nenomonie, Wisconsin 54751
(715) 232-1342

Occupational Outlook Handbook
U.S. Department of Labor
Bureau of Labor Statistics
Bulletin 2075
U.S. Government Printing Office
Washington, D.C. 20402

Vocational Assessment of the Handicapped
Region XX Final Report Project #00230221
Educational Service Center
1550 North East Loop 410
San Antonio, Texas 78209

Worker Trait Group Guide
McKnight Publishing Company
Bloomington, Illinois 61701

LISTING OF SOME AVAILABLE INTEREST INVENTORIES

AAMD BECKER, READING-FREE VOCATIONAL INTEREST INVENTORY

Designed for lower functioning student. No reading. Booklets consumable.

Edmark Associates
P. O. Box 3903
Bellevue, WA 98009

Toll-free (800) 426-0856

(2 manuals, 100 books)
approx. $138.00

GORDON OCCUPATIONAL CHECK LIST

Designed for basic skills level student. Reading. Booklets consumable.

The Psychological Coorporation
4640 Harry Hines Blvd.
Dallas, TX 75235

KUDER GENERAL INTEREST SURVEY

Designed for general population. Reading. Booklets consumable.

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

PICTURE INTEREST EXPLORATION SURVEY (PIES)

Designed for lower functioning student. No reading.

Education Achievement Corp.
P. O. Box 7310
Waco, TX 76710

WIDE RANGE INTEREST AND OPINION TEST (WRIOT)

Designed for higher functioning student. No reading.

Jastak Assessment Systems
1526 Gilpin Ave.
Wilmington, DE 19806
(302) 652-4990

One set
approx $185.00

37

LISTING OF SOME AVAILABLE VOCATIONAL APTITUDE TESTS

BENNETT HAND TOOLS — approx. $70.00

The Psychological Coorporation
4640 Harry Hines Blvd.
Dallas, TX 75235

LUDLOW EVALUATION OF LIFTING AND CARRYING (LELAC) — approx. $25.00

Vocational Evaluation Associates
6506 Lancret Hill Circle
Austin, TX 78745

GENERAL APTITUDE TEST BATTERY (GATB) — approx. $300.00

U. S. Department of Labor
Manpower Administration
Washington D.C. 20210
also
Texas Employment Commission offices within your area

MCCARRON-DIAL WORK EVALUATION SYSTEM — approx. $1075.00

McCarron-Dial Systems
P. O. Box 45628
Dallas, TX 75245
(214) 247-5945

THE SYSTEM FOR ASSESSMENT AND GROUP EVALUATION (SAGE) — approx. $7000.00

Progressive Evaluation Systems Corporation
21 Paulding Street
Pleasantville, N.Y. 10570
(914) 769-4266

TALENT DEVELOPMENT PROGRAM (TAPS)

Talent Assessment, Inc.
P. O. Box 5087
Jacksonville, Florida 32207
(904) 731-1415

VALPAR COMPONENT WORK SAMPLES — approximate prices range from $600.00 to $3500.00 per component

Valpar Corporation
3801 East 34th Street
Suite 105
Tucson, Arizona 85713
(602) 790-7141

VOCATIONAL INFORMATION AND EVALUATION WORK SAMPLES (VIEWS) approx. $9000.00

Vocational Research Institute
A Division of Jewish Employment and Vocational Service (JEVS)
1700 Sansom Street Suite 900
Philadelphia, Pennsylvania 19103
(215) 893-5911

VOCATIONAL INTEREST, TEMPERAMENT AND APTITUDE SYSTEM (VITAS) approx. $9000.00

Vocational Research Institute
A Division of Jewish Employment and Vocational Service (JEVS)
1700 Sansom Street Suite 900
Philadelphia, Pennsylvania 19103
(215) 893-5911

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5 TOPIC: A REVIEW OF "A COUNSELOR'S GUIDE TO VOCATIONAL GUIDANCE INSTRUMENTS"

PRESENTERS: Jerome T. Kapes, Texas A & M University
Gonzalo Garcia, Texas A & M University

A Counselor's Guide to Vocational Guidance Instruments, newest publication from the National Vocational Guidance Association (NVGA), was released this August from the American Personnel and Guidance Association (APGA) Press. The volume was co-edited by Jerome T. Kapes of Texas A&M University and Marjorie M. Mastie of Washtenaw Intermediate School District, Ann Arbor, Michigan.

The paperback reference book is a practitioner-oriented guide containing descriptions and reviews of forty of the most used and most important tests relevant to career guidance. Included are multiple aptitude batteries, interest inventories, measures of work values, career development/career maturity instruments, combined assessment programs, card sorts, and instruments for special populations. An additional compendium gives brief descriptions of another seventy instruments not reviewed.

National leaders in vocational guidance and measurement, including Donald Super, John Crites, Esther Diamond, David Tiedeman, Jo-Ida Hansen, Nancy Cole, Bert Westbrook, William Mehrens, Donald Zytowski, and numerous others, authored the critical reviews.

Other sections of the 254-page Counselor's Guide include how to select a test by Frank Womer, required testing competencies for counselors by Nancy Garfield and Dale Prediger, and a selected bibliography by David Jepsen. Appended are the APGA Policy Statement on the Responsibilities of Users of Standardized Tests, a complete list of publisher's addresses, and a full index for ease of use.

The new tool will provide direct access to badly needed test information

for busy practitioners for whom the primary professional resources, Buros' Mental Measurements Yearbooks, are inaccessible, too expensive, and occasionally too technical. The idea for the resource grew out of the work of the NVGA's Commission on Assessment and Testing, chaired by Dale Prediger. Co-editors Kapes and Mastie, both members of that Commission, were selected to carry out the production.

Professional cooperation in the production of the Counselor's Guide was provided by the Association for Measurement and Evaluation in Guidance (AMEG) and the Buros Institute.

Edwin Herr, newly elected President of APGA and the NVGA President under whose auspices the Commission was reactivated, observes in his Foreword to the book:

> "A corollary of the common use of assessment devices in vocational guidance has been expansion in the number and complexity of the types of tests and measurements available. Such growth challenges the counselor and the researcher to stay abreast of such developments and to effectively incorporate their use into practice. It is the intent of this book to make that challenge less formidable."

The book is available from APGA Press, at a cost of $9.75 for APGA members or $11.50 for nonmembers. Order publication #72188 from: American Personnel and Guidance Association, Order Services, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. Check, money order, or purchase order should accompany each order. Quantity discounts are available.

The Texas Vocational Guidance Summer Workshop presentation provided a description and review of the Counselor's Guide along with a discussion of its uses.

TOPIC: ASSESSING ASSESSMENT OF THE HANDICAPPED

PRESENTER: Pat N. McLeod, North Texas State University

P.L. 94-142 mandated that handicapped students should have the opportunity for vocational education. Vocational educators, special educators, and other school personnel have been directed to work together. Handicapped students are being placed in vocational education programs and based upon P.L. 94-142 and other federal legislation, Individual Education Plans (I.E.P's) are required for all handicapped students. The I.E.P's must be developed, cooperatively between vocational education, special education, and other school personnel. Vocational Assessment is the major component in the development of I.E.P's for handicapped students and:

1. provide a documented profile of students interest, ability, etc. to assert in vocational planning for the student.
2. recommends pre-vocational and vocational education.
3. recommends placement in vocational education programs.
4. recommends proven teaching techniques.
5. recommends necessary support services.
6. provide students with skills for self-understanding, acceptance, and motivation by identifying and emphasizing skills the student possesses.
7. Suggest appropriate job placement for the handicapped students comprehension.

Vocational Assessment is crucial for the handicapped student. They can be trained and become productive citizens if their interests, abilities, and needs are correlated with vocational education programs. Comprehensive Vocational Assessment, must become apart of the delivery system for vocational education for handicapped students. Some inventories, text, etc. used in Comprehensive Vocational Assessment include:

1. Non-Verbal interest inventories.
2. Verbal interest inventories.
3. Multi-aptitude tests.
4. Dexterity and Coordination tests.
5. Work sample evaluations.

Non-Verbal Interest Inventories are:

1. P.I.E.S. (Picture Interest Exploration Scale)
2. GIEST Picture Interest
3. WROIT (Wide Range Interest Opinion Scale)
4. VISA (Vocational Interest and Sophistication Assessment)
5. AAMD Reading Free Vocational Interest Inventory

Verbal Interest Inventories:

1. OVIS (Ohio Vocational Interest Survey)
2. COPS (California Occupational Performance Scale)
3. CAI (Career Awareness Inventory)
4. CCAS (Comprehensive Career Assessment Scale)
5. MIQ (Minnesota Importance Questionnaire)

Multi-Aptitude Tests:

1. DAT (Differential Aptitude Test)
2. GATB (General Aptitude Test Battery)
3. ASVAB (Aimed Services Vocational Aptitude Test Battery)
4. CAPS (Career Ability Placement Survey)
5. NATB (Non-Reading Aptitude Test Battery)

Dexterity and Coordination Tests:

1. Bennett Hand Tool
2. Crawford Small Parts
3. Purdue Peg Board
4. Minnesota Spatial Relation Test
5. Minnesota Rate and Manipulation Test

Work Sample Evaluation System:

1. MDEWS (McCarron-Dial Work Evaluation System)
2. VIEWS (Vocational Information and Evaluation Work)
3. VITAS (Vocational Temperament and Aptitude System)
4. JEVS (Jewish Employment and Vocational Service)
5. Val Par

7 TOPIC: A BIG MESS OF QUESTIONS (AND A FEW ANSWERS) ABOUT VOCATIONAL AND CAREER GUIDANCE PROGRAMS TODAY

PRESENTER: John P. Yates, The Psychological Corporation

Are efforts and monies directed toward vocational/career assessment effective? Some 1978 research findings (see gist below) leaves one to wonder.

> "Over 49% of today's youth receive little or no help with career planning!"
>
> "Only 13% of Juniors felt that they had received 'a lot of help' with career plans."
>
> "40% had never read a job description on file."
>
> "Only 20% had talked to a counselor about how goals, interests, and abilities related to their job aspirations."

A more positive note from the NCES study reported that "... vocational education students are more likely to get jobs in their fields than are students in general education. They are less likely to drop out and they find more job security."

A "dirty-data" survey this summer covering 90 Texas school districts seems to point out another problem. A district administrator was asked about their junior high/senior high assessment program in the area of vocational/career guidance. Fifty-two of them reported that they didn't know what was being done and eighteen reported that nothing was being done!

The point of these data seems to indicate that even if/when a good job is being done, rarely does the decision maker seem to know about it. How easy it becomes to say that "no money is available in the budget". It is suggested that career assessment programs can be sold to school administrators, school boards, and the public if they can see something in it for them.

If your system utilizes one of the several interest and/or aptitude series now on the market, then with a bit more effort and not much more expense, consider getting summary information. Most administrators will react positively to getting systemwide summary data such as:

Student Occupational Plans (1st and 2nd choice)
Best Liked Subjects
High School Program Choice
Post-High School Plans
Interest in Vocational Programs
Vocational Program Choice
Educational Aspirations vs. Aptitude
School Subject Preferences vs. Aptitude
Occupational Choice vs. Aptitudes

In addition to these "standard" types of summary information, local surveys can be added on to the administration and summary data will also be reported. These questions are unique to you and your school system. Some examples:

> I would like some help, from time to time, in the following areas: etc., etc.
>
> How many hours in an average week do you work while attending school?
>
> I received the most information concerning careers and vocational areas from: etc., etc.

In the final analysis, assessment must be for the students to help them: choose a high school program; help potential dropouts make vocational plans; help them make post-high school plans; direct those who have no strong interest; and group them for guidance purposes.

To insure that these worthy "goals" are even offered, one might want to provide administrators with these benefits:

> Long-term planning and program evaluation.
> Identifying students for special programs.
> Helping in curriculum planning.
> Allowing feeder-school or building comparisons.
> Evaluating impact of program on students in it.
> Reporting status of program to community.

John P. Yates
Measurement Consultant
The Psychological Corporation

8 TOPIC: TELECONFERENCING IN VOCATIONAL EDUCATION

PRESENTER: Dorothy Barnes, Southwestern Bell Telephone Company

By definition, teleconferencing is simply the use of telecommunications to hold meetings among three or more people at two or more locations; however, its implications for instructional purposes, especially vocational education, go far beyond that.

The contemporary workplace is changing rapidly, and employers are complaining about a shortage of skilled workers who can meet their current needs. If the objective of Vocational Education is to help students plan for a realistic future, teachers and managers must be increasingly responsive to the current, as well as anticipated, needs of employers. Teleconferencing promotes this important objective in at least two significant areas:

(1) Teleconferencing facilitates the private industry interface.
In order for Vocational Education to be responsive to the community's needs, teachers and administrators must involve employers as advisors on an active and regular basis. In many districts, however, advisory committees exist only on paper. The reason for this in most cases is that face-to-face meetings are difficult to set-up (i.e., designating a time and place convenient for all committee members, having the additional time it takes to travel to and from a meeting). However, business people are interested in attending meetings by telephone, which does not require any more time than the meeting itself.

To set up a 5-to-7 point conference call, simply dial "0" on any standard telephone and ask the operator to arrange a conference call. The operator will make all necessary arrangements; shortly before the teleconference is to begin, the operator will call each participant and link them together. If the teleconference is to be set up on a regular basis, the operator need be called only once, and from then on the teleconferences will be automatically arranged on each occasion.

What does the teleconference cost, and who will pay for it?

The conference operator can provide an estimate of the cost, based on the number of locations involved and the anticipated length of the conference. In the Austin area, a 30-minute, 6-point teleconference would cost approximately $20.00; a 60-minute conference call, $29.00.

Because most businesses can and want to contribute financially to the Vocational Education program, each advisory committee member should be interested in paying for the conference call on a rotating basis. Besides the fact that this is an opportunity for them and a deductible expense, the teleconference is saving valuable time for everyone involved.

(2) Teleconferencing improves the instructional delivery
"Quality of instruction in each program" is generally the number one evaluation indicator used by school districts, and it is felt that availability of instructional materials is beneficial in improving the quality of vocational education. But the increasing costs of providing current instructional materials continues to diminish the purchasing power of the state's allocated funds. Even worse is the fact that this year's purchase of instructional materials may be useless next year because employers' needs change so quickly. A second type of teleconference, using the QUORUM® Portable

Conference Telephone, can bring the advice and expertise of any type of employer into the classroom, providing two-way interaction among teacher, classroom students and employer.

The PCT plugs into any jack (most schools have a jack in a central location such as the library); the teacher simply dials the local or long-distance call, and the two-way ability to interact is established.

Teleconferencing is being used successfully in other districts for occupational investigation, as well as career education, gifted/talent education, special education and homebound instruction.

The Portable Conference Telephone is an instructional medium which never becomes obsolete; it delivers information that is always as current as the last phone call.

In summary: Teleconferencing is one of the most efficient and cost effective means for keeping up with current and anticipated needs of employers because it facilitates meetings between educators and private industry. In addition, teleconferencing increases the opportunities for educators to place students in direct contact with experts, whether these resources are located in the city or elsewhere in the state or nation.

9 TOPIC: CHOICES--A COMPUTERIZED CAREER EXPLORATION PROGRAM
(A DEMONSTRATION AND AUDIO-VISUAL PRESENTATION)

PRESENTERS: Glenn Hundleby, EDUCOM
Carlos Marin, Human Development Training Institute

There are so many to make in the course of a lifetime.

Some can be made on the spur of the moment, while others like selecting a career, require careful thought and consideration.

Our CHOICE of vocation permeates every aspect of our lives. It is one of the most important sets of decisions we will ever make. But most people have only a narrow view of the working world. They only know about five percent, or fewer, of the career alternatives available to them. So many people, problably the majority, do not make the best choice. Others make no choice at all and drift aimlessly from one job to another. Some don't work. Some stay in jobs they don't like simply because they don't know how to identify the alternatives. The personal and social costs are enormous.

For the most part, we know ourselves fairly well. We find it difficult, however, to relate this knowledge to the wide range of career opportunities available. From among the thousands of jobs in the work place, how can we select the right one? THERE IS A WAY! ASK CHOICES! CHOICES, the most well-known and widely used computerized career system in the world, adds a computer to the team of counsellor and client. A person now has the opportunity to "talk" directly to a computer which is programmed to "talk" back in a simple dialogue format. This conversation appears on a printout which the client can keep when the session is over. Client, counsellor and computer make an effective problem-solving team.

CHOICES IS...

- a conversational computer system designed to explore career opportunities with people in a private and relaxed atmosphere
- multilingual, and allows people to privately explore their aptitutes, interests and values
- a comprehensive data bank of national and state career information
- a process of matching individual skills, aspirations and needs to the world of work.
- a system which expands peoples' horizons by displaying opportunities of which they were previously unaware
- an immediate-response information retrieval system designed to be used with ease by people who have no specialized knowledge of computers
- a non-threatening and private method for people to test self-perceptions against labor force realities

CHOICES DOES NOT...

discriminate on the basis of age, sex, race or personal characteristics. It treats everyone in the same friendly fashion.

THE REAL PAYOFF:
BETTER COUNSELING

The system does not replace counselors. In fact, it puts their services more in demand. But CHOICES frees counselors from any boring, repetitive information-giving functions which now occupy a great deal of their time - allowing them to counsel more efficiently and more effectively.

Users benefit by exposure to a wider range of occupational and educational/training options. And, because users come to the counselor with more information - about themselves and the world of work - discussions about future possibilities become more meaningful for both.

Agencies currently using the system believe CHOICES offers huge potential savings, amounting to hundreds of millions of dollars each year, from more satisfied and productive workers, lower dropout rates in educational and training programs, reduced employee turnover and greater individual initiative and motivation.

CHOICES IS
OPERATING IN:

- High Schools
- Colleges and Universities
- Trade and Vocational Training Institutions
- Employment Centers
- Career Counseling and Placement Offices
- Correctional Institutions
- Military Establishments

WILL MY COMPUTER WORK WITH CHOICES?

CHOICES has been designed to operate on any standard Apple II, Commodore PET or TRS 80 Model III, with a printer and dual-disk-drive. Most schools already have one of these machines. If not, they are very inexpensive and easy to use.

CONCLUSION

Experience with the CHOICES career information system in North America has been positive. Counsellors, for example, feel that this mode of career information delivery enriches the occupational decision-making process by stimulating exploratory activity and by intorducing more order into the decision-making and counselling process. They also feel that the level of client participation in the career planning process is raised and that more meaningful client-counsellor communication is facilitated. More and better information is made available in the time usually spent by counsellors on information delivery. With the exception of those who lack basic language skills, disadvantaged clients are able to use and gain the same benefits from the system as non-disadvantaged clients. The introduction of a Spanish version in 1982 will eliminate even these concerns.

The notion of a personal conversation with a computer to obtain career information is highly appealing to clients. Because elements both of mystery and fun are involved, the experience is not only rewarding but also enjoyable. Experience has shown that people do not have any fear of the technology involved, In fact, for a variety of reasons, a significant number of people who would never go to a counsellor will go to a computer terminal.

THE CHOICES SYSTEM

CHOICES has been designed as a dual file system to allow users to access information on occupations and educational and training institutions. The Occupations File containing detailed information on over 300 primary occupational clusters is now currently operational. Access to this information is provided via four different routes: EXPLORE, SPECIFIC, COMPARE and RELATED. The first stage of the Education and Training Files was ready for trial use early in 1981. When completed it will contain information on post-secondary and vocational education and training institutions, in all parts of the United States. EXPLORE, SPECIFIC and COMPARE are the three routes people will be able to use when working with this file.

In the Occupations Files the most frequently used route is EXPLORE. Once a user has narrowed his occupational, educational or training choices and has arrived at some realistic options, the other routes are used to expand on required information. SPECIFIC gives detailed information on individual occupations, programmes of study, or institutions. COMPARE allows users to look at two or three of these in parallel columns at one time. With RELATED, users can determine which occupations match their own characteristics, expressed in the personal profile communicated to the computer.

FIRST,
A SELF ASSESSMENT

First, people are asked to reflect on their interests, skills, education, pay expectations and any other areas they want to cover. They are assisted by an illustrated Guide and by a Personal Profile which they have to fill out. The result is a descriptive profile of their career needs, as seen through their own eyes. The next step is to check this profile against the world of work. What occupations might suit a person's unique profile?

NEXT,
THE WORLD OF WORK

This is where CHOICES is the world's foremost authority. CHOICES has factual information based on thousands of occupations and can identify the ones which seem to meet a person's needs - instantly.

If the career decision-maker wants to change his or her profile in any way - to examine the benefit of more education, for example - CHOICES will search its memory all over again. Instantly the consequence of the changed profile will be displayed and different occupations may be suggested. CHOICES can then provide detailed information on any occupation of interest. If it doesn't suggest an occupation considered appealing by the user, it will even explain why not.

THEN,
THE EDUCATION WORLD CHOICES PROVIDES...

information about post secondary institutions. First, people decide what factors are important in selecting an educational program, for example, location, tuition, costs, etc. Secondly, they receive a list of institutions that meet their criteria. Then they have access to detailed information about the nation's colleges and universities.

10 TOPIC: EMPLOYMENT TRENDS IN THE 1980'S

PRESENTER: Sharon Cohany, Bureau of Labor Statistics,
U.S. Department of Labor

The U.S. job market is characterized by constant change. For example, employment opportunities are affected by a variety of shifting factors, including the size, age structure, geographical location, and income of the population; new business practices and technology; changes in the needs and tastes of the public; and government policy, to name a few. Individuals planning for a career--and the professionals who assist them--can obtain much useful information from the U.S. Bureau of Labor Statistics' occupational outlook program, which helps the jobseeker to prepare realistically for the world of work.

First a word about how the projections are derived. BLS job projections to 1990 are based on a mathematical model of the economy which uses factors such as labor force trends, industry employment and output projections, productivity trends and staffing patterns to estimate employment by detailed occupation. These final estimates appear in the Occupational Outlook Handbook (OOH), an "encyclopedia of careers" published every two year by BLS. The 1982-83 Edition of the OOH, published in the Spring of 1982, covers approximately 250 occupations, including for each job a description of the work, job prospects to 1990, personal and educational requirements, working conditions, and earnings.

The new OOH, the 15th edition since 1946, contains the most current information on BLS' job outlook program. Several major trends emerge from a study of the volume. First many occupations projected to be in the greatest demand in the 1980's require some degree of specialized training and/or education.

In the white-collar fields generally requiring a college degree, most significant job growth is noted for engineers, computer programmers, systems analysts, accountants, physicians, and nurses. Second most jobs in our economy do not require a college degree, but rather some technical training. Among the fastest growing blue-collar, service, and clerical occupations are mechanics and repairers for autos, office and industrial equipment and computers; dental hygienists and assistants; nurses' aides; respiratory therapists; electricians; machinists; engineering technicians; computer and peripheral equipment operators; correction officers; sales workers; paralegals; and secretaries.

Third, continuing a trend evident for at least 10 years, a college degree will not guarantee a good job in the 1980's as it did in the 1960's. The number of college graduates has grown faster than the number of jobs requiring the degree. In fact one in five college graduates will find employment in jobs not typically requiring a college degree. At the same time college grads experience less unemployment than nongrads, are promoted faster, and hold the highest paying professional and managerial jobs. Not surprisingly a student's college course of study is a key determinant of his/her marketability after graduation. Students who prepare for an increasingly technical, computer-oriented world are more likely to be employed in jobs commensurate with their education and ability.

In addition to the OOH, BLS publishes several other publications to help the jobseeker make educated career choices: Occupational Outlook Quarterly, Exploring Careers, Occupational Projections and Training Data, A Counselor's Guide to Occupational Information, and the Dictionary of Occupational Titles, all available for sale from the BLS' Southwest Regional Office in Dallas.

THE FOLLOWING OCCUPATIONS WILL ACCOUNT FOR 50 PERCENT
OF ALL NEW JOBS GENERATED DURING THE 1980'S

OCCUPATION	GROWTH IN EMPLOYMENT 1/ 1980-90 (IN THOUSANDS)
SECRETARIES	700
NURSES' AIDES AND ORDERLIES	508
JANITORS AND SEXTONS	501
SALES CLERKS	479
CASHIERS	452
NURSES, PROFESSIONAL	437
TRUCK DRIVERS	415
FOOD SERVICE WORKERS, FAST FOOD RESTAURANTS	400
GENERAL CLERKS, OFFICE	377
WAITERS AND WAITRESSES	360
ELEMENTARY SCHOOL TEACHERS	251
KITCHEN HELPERS	231
ACCOUNTANTS AND AUDITORS	221
HELPERS, TRADES	212
AUTOMOTIVE MECHANICS	206
BLUE-COLLAR WORKER SUPERVISORS	206
TYPISTS	187
LICENSED PRACTICAL NURSES	185
CARPENTERS	173
BOOKKEEPERS, HAND	167
GUARDS AND DOORKEEPERS	153
STOCK CLERKS, STOCKROOM AND WAREHOUSE	142
COMPUTER SYSTEMS ANALYSTS	139
STORE MANAGERS	139
PHYSICIANS, MEDICAL AND OSTEOPATHIC	135
MAINTENANCE REPAIRERS, GENERAL UTILITY	134
COMPUTER OPERATORS	132
CHILD CARE WORKERS, EXCEPT PRIVATE HOUSEHOLD	125
WELDERS AND FLAMECUTTERS	123
STOCK CLERKS, SALES FLOOR	120
ELECTRICAL ENGINEERS	115
COMPUTER PROGRAMMERS	112
ELECTRICIANS	109
BANK TELLERS	108
ELECTRICAL AND ELECTRONIC TECHNICIANS	107
LAWYERS	107
SALES AGENTS AND REPRESENTATIVES, REAL ESTATE	102

SOURCE: BUREAU OF LABOR STATISTICS

OCCUPATIONS THAT ARE PROJECTED TO
DECLINE DURING THE 1980'S

OCCUPATION	PERCENT CHANGE IN EMPLOYMENT, 1980-90	EMPLOYMENT 1980 (IN THOUSANDS)
FARM LABORERS	-20	1,175
GRADUATE ASSISTANTS	-18	132
FARMERS	-17	1,447
SHOEMAKING MACHINE OPERATORS	-17	65
SECONDARY SCHOOL TEACHERS	-14	1,237
COLLEGE AND UNIVERSITY TEACHERS	-12	457
COMPOSITORS AND TYPESETTERS	-10	128
MAIDS AND SERVANTS, PRIVATE HOUSEHOLD	- 6	478
CENTRAL OFFICE REPAIRERS	- 6	51
TICKET AGENTS	- 4	53
TAXI DRIVERS	- 3	71
CLERGY	- 3	296
POSTAL CLERKS	- 2	316

SOURCE: BUREAU OF LABOR STATISTICS

Occupations With Fastest Rate of Growth
1980-90

Occupation	Percent Growth 1980-90
Paralegal personnel	108.9
Data processing machine mechanics	93.2
Computer operators	71.6
Computer systems analysts	67.8
Office machine and cash register servicers	59.8
Physical therapists	50.9
Food service workers, fast food restaurants	49.6
Computer programmers	48.9
Tax preparers	48.6
Employment interviewers	47.0
Speech and hearing clinicians	46.6
Correction officials and jailers	46.5
Peripheral EDP equipment operators	44.0
Aero-astronautic engineers	43.4
Travel agents and accommodations appraisers	43.4
Nurses aides and orderlies	43.2
Claims examiners, insurance	43.0
Economists	42.0
Bricklayers	40.2
Psychiatric aides	39.9

The 20 Slowest Growing Occupations, 1978-90

Occupation	Percent Change in Employment
Textile Operatives	1.36
Clergy	1.67
School Monitors	3.03
Religious Education Directors	3.29
Ticket Agents	3.75
Postmasters	4.07
Vocational Counselors	4.66
Furnace Operators	4.97
Sewers and Stitchers	5.25
Bindery Workers	6.64
Reservation Agents	6.64
Librarians	6.78
Keypunch Operators	7.03
Production Packagers	7.94
Packing and Inspecting Operatives	8.30
Library Assistants	8.77
Letter Press Operators	8.99
Gas Station Attendants	9.51
Coin Machine Servicers	9.53
Mail Carriers	9.77

SOURCE: BUREAU OF LABOR STATISTICS

INDUSTRIES WITH THE LARGEST JOB GAINS, 1980-90

INDUSTRY	EMPLOYMENT GAIN (IN THOUSANDS)
RETAIL TRADE, EXCEPT EATING AND DRINKING PLACES	1,914
EATING AND DRINKING PLACES	1,861
HOSPITALS	1,219
BUSINESS SERVICES, NOT ELSEWHERE CLASSIFIED	925
CONSTRUCTION	891
MEDICAL SERVICES, EXCEPT HOSPITALS	854
WHOLESALE TRADE	777
DOCTORS' AND DENTISTS' SERVICES	502
NONPROFIT ORGANIZATIONS	480
TRUCK TRANSPORTATION	436

SOURCE: BUREAU OF LABOR STATISTICS

MOST RAPIDLY DECLINING INDUSTRIES, 1980-90

INDUSTRY	PERCENT CHANGE
ALCOHOLIC BEVERAGES	-25.7
LOGGING	-22.2
LEATHER TANNING AND INDUSTRIAL LEATHER	-21.9
AGRICULTURAL PRODUCTS, NOT ELSEWHERE CLASSIFIED	-18.6
SYNTHETIC FIBERS	-16.1
MEAT ANIMALS AND LIVESTOCK	-14.5
COTTON	-14.3
RAILROAD TRANSPORTATION	-14.1
BAKERY PRODUCTS	-12.8

SOURCE: BUREAU OF LABOR STATISTICS

FASTEST GROWING INDUSTRIES, 1980-90

INDUSTRY	PERCENT CHANGE
COAL MINING.....	65.3
TRANSPORTATION EQUIPMENT, NOT ELSEWHERE CLASSIFIED.....	59.7
MEDICAL SERVICES, EXCEPT HOSPITALS.....	58.6
COMPUTERS AND PERIPHERAL EQUIPMENT.....	48.3
HOSPITALS.....	44.3
HEATING APPARATUS AND PLUMBING FIXTURES..	44.1
ELECTRIC LIGHTING AND WIRING.....	42.0
ORDNANCE.....	41.9
PLASTIC PRODUCTS.....	41.3
AUTOMOBILE REPAIR.....	39.7

The Slowest Growing Industries, 1979-90

Industry	Average Annual Rate of Change
Cement and concrete products	0.0
Fabric, yarn and thread mills	0.0
Personal and repair services	0.0
Stone and clay mining	0.1
Furniture and fixtures	0.2
Blast furnaces and steel products	0.2
Motion pictures	0.2
Post office	0.2
Nonferrous metal mining	0.3
Primary copper	0.3
Primary aluminum	0.3
Engines, turbines, and generators	0.3
Soft drinks	0.3
Floor covering mills	0.3
Paperboard containers	0.3
Paints and allied products	0.3
Tires and inner tubes	0.3
Forestry and fishery products	0.3
Copper ore mining	0.4
Meat products	0.4
Hosiery and knit goods	0.4

SOURCE: BUREAU OF LABOR STATISTICS

U. S. Department of Labor

Bureau of Labor Statistics
555 Griffin Square Building
Dallas, Texas 75202

Reply to the Attention of

* * * * * * * * * * * *OCCUPATIONAL OUTLOOK PUBLICATIONS* * * * * * * * * * *

The following career publications are available from the BLS Southwest Regional Office. Current prices are listed below.

Occupational Outlook Handbook, 1982-83 (Bulletin 2200)
[]Paper $9.00 []Cloth $13.00

[]Occupational Outlook Handbook Reprints [] Collated Set $13.00
[] Single Reprint $2.25

[]Exploring Careers (Bulletin 2001) $11.00

[]Exploring Careers Reprints [] Collated Set $13.00
[] Single Reprint $2.25

[]Occupational Outlook Quarterly [] 1 Year Subscription $8.00
[] Individual Copy $2.75

[]A Counselor's Guide to Occupational Information (Bulletin 2042) $4.75

[]Dictionary of Occupational Titles $13.00

[]Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles $10.00

[]Health Careers Guidebook $7.00

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TO ORDER: Indicate the desired number of each publication and return your order to the U.S. Department of Labor, Bureau of Labor Statistics, 555 Griffin Square Bldg., Room 221, Dallas, TX 75202. All orders must be accompanied by a remittance in cash, check, or money order (made payable to Superintendent of Documents), GPO coupons, or we can charge your GPO Account (No._____).

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12 TOPIC: GUIDELINES FOR THE EVALUATION AND AQUISITION OF COMPUTER-BASED CAREER INFORMATION SYSTEMS

PRESENTER: Jolaine Harbour, TSC/Houghton Mifflin

This session will provide guidelines for the evaluation and aquisition of computer-based career information systems. A computer-based career information system includes hardware, software, documentation, technical support, inservice training, staffing, and evaluation procedures.

Prior to looking at hardware and software, it is essential to assess the needs of your vocational guidance program in the area of career information. Do an inventory of your existing sources of career information. How is the information used? Is the information up-to-date? What process is employed to disseminate the information? Next, focus on the types of information requested by students and/or adults you serve. What do you need that you do not have easy access to on a daily basis? Identify specific areas where there are priority needs that are not being addressed.

Review the district's vocational guidance framework and the means used to implement that framework. What tests are used? Is career information centrally located in a resource center? Are career awareness programs implemented at the elementary level? Does the district offer a course in occupational orientation? What methods are employed to provide individual and/or group guidance? What will be the target population? Will the system serve only high school students? Will the district provide access to elementary schools, middle schools, area colleges, and adults in the community? How many people will be served and at what locations? What staff is available? What restrictions, if any, will class schedules have on student access?

Document your needs assessment. The effort will be worth it. The documentation will provide justification for your expenditure request. It will assist vendors in understanding your needs. It will also guide you through the rest of the selection process.

Now you are ready to review and select software. Software is the basic, most important component of the total system. Color, graphics, bells and whistles may be impressive but it's the information data base that counts. Here's what to look for in software.

1) Content

   a) What kinds of information are available? (i.e.: occupational, college, vocational/technical, financial aid, etc.)
   b) What specific pieces of information are provided for each job title, college, etc.?
   c) How and when is the information updated?

d) What is the reading level?
e) Can local, regional or state data be added?
f) Is it comprehensive?
g) For what population is it designed?
h) How is the data documented by the vendor?
i) Does it correlate to other sources of career information? (i.e.: D.O.T., O.O.H., kits, etc.)
j) Does it correlate to off-line interest inventories and/or aptitude tests?

2) Access

a) Is all of the information computerized or does it require off-line manuals?
b) Does the access strategy allow the user to design his/her own framework for exploration or is there a predesigned access mode in the form of questions?
c) What assumptions, decisions and/or interpretations made by the computer?
d) How does the user explore various alternatives?
e) Is there a recordkeeping component?
f) How long is the average user session?

3) Documentation and Support

a) Is the documentation provided?
b) Is it easy to use?
c) Does it provide suggestions for use with various populations?
d) What training will the vendor provide?
e) What on-going support will the vendor provide?

Hardware is the next step. Most vendors provide choices based on your district's needs. You may not have to invest in a computer if you have access to one located at a nearby service bureau or college. Many districts have mainframe computers for administrative applications that will support a computerized career information system. Remember that if you need to purchase or lease a computer, the software you select will limit your choices. Have the software vendor provide you with specific computer configurations required to run the software.

In addition to hardware and software, you will need to consider inservice training requirements, staffing, site preparation requirements, if any, and technical support. Develop a checklist of important features prior to contacting vendors. Use the checklist during vendor presentations and when talking to other districts about systems. Check into the possibility of piloting the system(s) for a short period of time prior to purchasing or leasing.

These are suggested guidelines. You will need to adapt them to your district's purchasing procedures, however, follow the general process keeping the focus on identified needs and the software application that will best meet those needs.

13 TOPIC: SIGI-SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION

PRESENTER: Ray Potter, Educational Testing Service

SIGI (pronounced "Siggy") is the computerized career guidance system from Educational Testing Service.

SIGI is more than a computerized information retrieval system. It is an integrated, individualized career guidance program. It teaches a process of career planning and decision making, while providing up-to-date occupational information.

SIGI was originally designed for college students in their first two years of school. However, it has been used effectively with college students throughout four years of study, with high school students planning some post-secondary education, and with adult learners returning to college.

- SIGI is a highly interactive system. Through their responses, users tailor the computer program to meet individual needs. Because directions are displayed for users, no technical skill or prior instruction is required.

- SIGI is easy to use. Its users read text printed on a television-like screen and engage in dialogue with the computer by pressing appropriate keys on a keyboard. They receive printouts of displayed information at the touch of a button.

- SIGI is designed to serve as a resource for counselors. SIGI users become better informed about their values, about occupations, and about how to make career decisions. Counselors find that SIGI users are better prepared for counseling and that counseling sessions become more productive--both for counselors and for clients.

- SIGI has been developed over a number of years by Educational Testing Service, with grants from the Carnegie Corporation, the National Science Foundation, and the W. K. Kellogg Foundation. SIGI has been extensively tested and evaluated.

SIGI runs on a number of computers, including the TRS-80 Model II microcomputer from Radio Shack. The system always requires a CRT (video screen), a keyboard and a printer.

SIGI is licensed by ETS on an annual basis. The annual lease fee includes the yearly update that is delivered every September. Present fees are $1200 per year for the first microcomputer at an educational institution and $600 for each additional microcomputer software package. On mainframe and minicomputers, the annual lease fee is $2400, which licenses up to four terminals used full-time for SIGI.

SIGI demonstrations are easy to arrange. A phone call or letter can begin the arrangements. Descriptive literature is also available. Please call or write: Ray Potter, Marketing Manager, SIGI, Educational Testing Service, Rosedale Road, Princeton, N.J. 08541 (609) 734-5165.

14 TOPIC: THE JOB MARKET

PRESENTER: RoJean Starke, Coordinating Board, Texas College & University System

The Coordinating Board, Texas College and University System is charged by legislation with the planning and coordination of postsecondary academic education in Texas. As such, it becomes involved in maintaining historical and projected data on enrollments and degrees awarded, the approval of programs of study, and the approval of campus construction, recommendations regarding the funding of higher education, the conduct of student services (such as loan programs) and the conduct of surveys, studies and the publication of information to improve the coordination of postsecondary education in the state. In this latter category, two federal projects were assigned to the Coordinating Board by the Governor. These are comprehensive postsecondary educational planning and the educational information centers projects. Both of these were funded by Federal grants from the Department of Education however these funds have since been curtailed and state funding was provided for this biennium. In the future we expect state funding will be available for the publication of the supply-demand report but the future of the educational information centers project, which published the Educational Opportunity Guide is uncertain.

The fifth in a series of the publication entitled Postsecondary Supply and Occupational Demand in Texas is being planned for distribution by Spring 1983. The Office of Postsecondary Planning is now in the process of gathering data and designing this report. Although copies of the Spring 1981 report are still available in very limited quantities, economic trends are indicating some change in occupational demand in Texas for the next two years. Because of this, no speculation will be made on supply vs. demand at this time. Instead a discussion of the developments resulting in the current supply-demand report, the purpose, resources and information used will be covered.

In addition to the supply-demand publication, the Office of Postsecondary Planning also releases the Texas Education Opportunity Guide and a pamphlet that capsulizes the information in the supply-demand report entitled A Summary of Educational Supply-Demand Conditions for Postsecondary Education in Texas. These reports will be discussed as well as the following related reports.

Although we are primarily concerned with postsecondary educational supply and demand it is also necessary to consider the vocational output from the secondary sector. There is, after all, only one job market and many occupations can be filled by students at different educational levels. A comprehensive supply-demand report for use in the Annual State Plan for Vocational Education is also prepared by this office and will be briefly discussed as will the survey of graduates which is now being conducted. May 1982 graduates from public senior institutions in Texas are being surveyed to find out employment status, and its relationship to training, as well as salaries. Although this is not expected to be completed until September-October of 1982 current findings will be briefly discussed.

Requests for any of the materials presented will be accepted via order forms made available at the presentation or directly through the office.

15 TOPIC: TEC . . . AND THE WORLD OF WORK

PRESENTER: John Stine, Texas Employment Commission

The Texas Employment Commission (TEC) is the state's free labor exchange. No fee is ever charged for placing workers in jobs or finding qualified workers for employers. The service is funded by a special payroll tax levied against Texas employers. No funds are provided from federal or state general revenue sources.

TEC is part of a federal-state partnership organized in the 1930's to assure employment security for the nation's workforce. While not funded directly from federal general revenues, TEC follows the employment policies set forth by the U.S. Department of Labor as a part of a nation-wide network of Job Service employment offices.

TEC is a network of local Job Service offices in cities and towns throughout the State of Texas. The staff of each local office consists of trained, career professionals thoroughly familar with the local labor market and the world of work. This staff is in continuous contact with employers trying to find qualified workers and the thousands of people searching for jobs each year.

The purpose of TEC is two-fold - to collect payroll taxes from Texas employers for the payment of unemployment benefits to workers out of work through no fault of their own, and to provide a means of bringing employers and workers together for the placement of workers in gainful employment and finding the right workers for employers. For youth entering the labor market, the job placement function is of greatest interest.

Each year, almost a third of all applicants registering for jobs in TEC offices are youth under the age of 22. And almost one-third of all job openings are for entry-level positions - jobs new or beginning workers can handle, provided they have the skills and aptitudes to do the work.

Measuring work aptitudes and skills is an important local office function. This service can be especially helpful to young people unsure of their vocational strengths and weaknesses. The General Aptitude Test Battery (GATB) and Specific Aptitude Test Batteries (SATB's) are the tests used. They are the only validated tests known to exist in the employment field. Their development was undertaken by the U.S. Employment Service in the 1940's to assure a fair and unbiased aptitude-skill measuring system. Further development and refinement

has assured their validity to the present day. Many vocational counselors can testify to their relevance for decision-making. Many youthful applicants have found them revealing and helpful in career planning.

Local TEC Job Service offices also provide employment counseling services for applicants with work-related problems. Carefully trained, these counseling professionals are particularily sensitive to the needs of young people. They are also keenly aware of local labor market trends and world of work realities. Doubtless, their advice and counsel has been invaluable to many first-time job seekers.

Job placement staffers are also specially trained to deal with world of work decisions. Job interviewers, particularily, exhibit their expertise daily whether interviewing an employer concerning essential worker qualifications, or an applicant concerning the desirability or potential of a job offer. For youth, the expertise of the job interviewer can mean the difference between locating a job with career potential and high personal satisfaction, or settling for something at once demeaning and personally unrewarding. For this reason, a great deal of emphasis is placed on the qualifications of the applicant for job referral selection purposes. But this does not preclude the wants and desires of the applicant. Experience has often proven that a high desire and great personal need can be greater motivators for job success than test scores and previous experiences. And that's where the world of work decisions of youth-sensitive TEC staffers comes into full play. Here's where educated common-sense outweighs the mathematical tools of testing and probability norms. TEC staffers are decision-makers, not insensitive robots wholely dependent on specific manualized instructions and bureaucratic procedures. They pride themselves in performing a specialized service for very special people - unique individuals, each one unlike any other.

TEC Job Service staffers are also sensitive to the trauma of job-finding and the time element in locating suitable employment. Their primary objective in all cases is to locate a suitable job for every applicant as quickly as possible. Toward that end, a great deal of experimentation is constantly going on in an attempt to improve the job delivery system. Three of those efforts have resulted in a more responsive Job Service - job bank, computerized job-matching, and the job information service.

Job bank is a tool that allows local offices to give applicants greater access to job openings, and employers a greater choice of workers to fill their jobs. A job bank works like this: All job orders received by local TEC Job Service offices in an entire area are compiled daily by computer. The computer

printout is then reproduced on microfiche and distributed every morning to local offices and other authorized users throughout the area. The result is complete, up-to-date information for all jobseekers, as well as greater exposure of the labor requirements of employers and a quicker referral of job applicants.

Job banks were started in a few large cities at the end of the 1960's and expanded to many other areas over the following years. Today, every TEC Job Service office in Texas has some job bank capability, either direct overnight availability of information in the larger metropolitan areas or microfiche accessibility that lags by a day or two in some of the outlying areas. Either way, job bank undoubtedly improves the job information system.

Job-matching was an offshoot of the job bank approach to placement efficiency. It consists of storing information about job orders and jobseekers in the computer. Once stored, operators can order a search of the stored information comparing job order requirements with worker qualifications. The result is a search at electronic speeds that will match jobs and workers, and a computer printout listing applicants in the file best qualified. Once identified, the qualified applicant can be easily notified and referred to the suitable job opening.

Another spinoff from the job bank process is the job information service. This system is made up of self-serve units placed in local offices. Here, applicants who know what kind of work they are qualified to do can look over job bank listings and select the job openings they want to apply for. This gives such applicants quick access to all available job information and frees TEC Job Service staffers to better serve those applicants who need personal assistance.

People served by TEC Job Service offices have a wide variety of backgrounds and needs. Of every five applicants, three are high school graduates, and one of these three has had some college. Applicants include veterans, minorities, older workers, poor people with limited skills, and youth. Many have more than one of these characteristics. Others have none.

As needed, all of these folks can get job counseling and testing services from local offices, as well as career guidance and help in finding a job. The variety of job applicants is matched by the wide range of job openings listed by area employers. About four-fifths are non-farm jobs - meaning jobs other than those agricultural in nature. Among occupational areas, the largest

share are for service (excluding domestic) and clerical jobs, each of which accounts for about 12 to 15 percent of the job openings received. Construction positions amount to around 10 percent, and professional jobs - including technical and managerial positions - equal more than 6 percent. Jobs in packaging and materials handling also provide about 6 percent of the job openings available. Occupations falling below five percent in job openings received include sales, machine trades, bench work, motor freight and other transportation, materials and products processing, and domestic service.

Serving people with job market disadvantages is an obvious and important function of TEC Job Service offices. Helping all applicants prepare for work is a significant part of their employment security mandate. But serving all youth who need or want jobseeking help is also a part of that mission. The payoff is a meaningful job when the young person is ready for it.

Computerized job banks and matching systems are giving all applicants wider access to job information. Young people should find these innovations fascinating. But people, not machines, are still at the heart of employment security work - staffers sensitive to the unique needs of youth.

Job interviewers, employment counselors, and others working with employers are the key to TEC's job placement success. Their dedication to and concern for the continuance of a viable free labor exchange remains the driving force behind their efforts. This conscientious regard for the needs of applicants and employers alike is sure to result in more job listings and a rising share of job openings for well-paying and satisfying jobs. Everyone should benefit. That is the promise of TEC's Job Service office system and the staffers who work in that system - jobseeking enhanced by computerization in the world of work.

16 TOPIC: STEPS IN CONDUCTING AN OCCUPATIONAL SURVEY

PRESENTER: Robbie White, Paris I.S.D.
Henry Hensley, Greenville I.S.D.

Many students who enter high school do not complete the full academic course of study leading to graduation and a large percentage of high school graduates do not enter college. These young people must enter the labor market and compete for employment in a highly competitive and increasingly complex economy. If the secondary school is to render maximum service to the community, the needs of these students should be recognized and programs of study should be provided which lead to occupational competency as well as academic excellence.

Student preparation for occupational competency may be accomplished through comprehensive programs of vocational education which are geared to the projected needs of the community and the interests, aptitudes, and abilities of the student. An effective program of vocational education should provide instruction in the development of basic occupational knowledge and skills and should supplement, rather than supplant, the general academic curriculum.

Upon completion of a high school program which has been supplemented by vocational education, the student who is unable or who does not desire to attend college is better equipped to accept the duties of responsible citizenship than his contemporaries who have not participated in an effective vocational education program.

The first step in determining the need for vocational education is a survey of current and projected employment opportunities in the community. Following is a general outline of the basic steps necessary in implementing an occupational survey.

STEP ONE: DETERMINE OBJECTIVES

Each school district should determine their individual objectives prior to the beginning of the survey. Some objectives relevant to most districts might be as follows:

1. To survey and study the manpower needs of business and industry within a designated area.
2. To help determine courses of study that might be offered by the local district to help meet the needs of business and industry.
3. To assist in planning and improving training programs currently being offered.
4. To provide the local district with reliable, organized information upon which long-range planning can be based.
5. To provide information and data that will be of value in occupational guidance of students.

STEP TWO: APPOINTMENT OF SURVEY DIRECTOR AND SURVEY COMMITTEE

The school administrator usually appoints or selects a survey director to coordinate the survey activities.

The appointed survey committee should be composed of representatives of each major occupational category to be be surveyed (administrators are urged to select at least one representative from agricultural, distributive, health, homemaking, industrial, office, and technical occupations). The committee should also include people from the community--lay people, teachers, Chamber of Commerce, P.T.A., etc.

STEP THREE: BASIC DATA FORMAT

Determine the type of information you are seeking. You may wish to include the following areas in your basic data.

1. Data on employers currently employing in-school youth or graduates, vocational--non-vocational.
2. Number of employers in company.
3. Time of year employer hires.
4. Type of employment--full-time, part-time, permanent.
5. Training programs in a specific business-industry.
6. Employment procedure used by company.
7. Other relevant data--promotion policies, fringe benefits, starting salary, etc.

Once a decision has been made in terms of desired data, consideration should be given to obtain listings of employees within a designated district.

STEP FOUR: EMPLOYER LISTINGS

In large cities, most Chambers of Commerce compile listings of employers and master data on the basis of number of employees. Such listings may be broken down in the following areas: Employers who employ 15 and above, 15 to 30, 30 to 100, over 100, etc. Listings may also be available from tax rolls and of course the telephone directory.

STEP FIVE: IMPLEMENT PLAN OF ACTION--THE WHO, WHEN, AND HOW OF OBTAINING DATA

Publicize the fact that the occupational survey is being conducted (newspaper, radio, TV, announcements to civic groups).

The superintendent may mail the initial first letter to employers requesting that they participate in the survey and introducing the survey director.

A suggested method of gathering data may be to divide the select district into sections:

1. In a large district you may consider dividing the district by zip codes.
2. In a smaller district you may divide the district by taking a map and sectioning the area.
3. You may wish to consider developing districts, on the basis of employees, as catagorized by the yellow pages of the phone book.

Once the district has been divided, employers may be contacted by mail, telephone, personal contact or any combination of the three to obtain data information.

STEP SIX: COMPILE AND TABULATE SURVEY DATA

When all survey instruments have been completed, a summary of the results may be made for further use and study.

Data on employers of the products of our school is a vital part of any Career Education or Placement Service structure. One must also be aware that any employer data

compiled must be updated periodically. The guidelines described in this presentation are to be considered as general guidelines and are flexible enough to be tailored to meet the needs of any school district.

EMPLOYER DATA CARD

Name of Firm _____ Type Business _____ Date _____

Address _____ Owner/Mgr. _____ Telephone _____

Size		Hires		Hires		Age		Fringe Benefits	
1-5	____	Males	____%	Graduate	____	16	____	Retirement	____
5-20	____	Females	____%	F. Time	____	17	____	Social Sec.	____
20-25	____	Dropout	____	P. Time	____	18	____	Med/Life Ins.	____
50-100	____	H.S. Grad.	____	In-school	____	ov 18	____	Vacation	____
150-200	____	Disadv.	____	F. Time	____			Adv. & Prom.	____
Ov. 250	____	Phy. Hand.	____	P. Time	____			Other	_____
				Summer	____				_____
				F. Time	____				
				P. Time	____				

Hours of Work	Days of Work	Wages		Experience or Qualifications Requirements
____m to ____m	Mon-Tues-Wed	Min. Wage	_____	_____
____m to ____m	Thurs-Fri-Sat	Hourly	_____	_____
____m to ____m	Sun (Circle)	Salaried	_____	_____
		Commission	_____	_____

Urgent Placement Needs _____

Months Firm Employs _____

Annual Replacement _____

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OBJECTIVES OF OCCUPATIONAL SURVEY

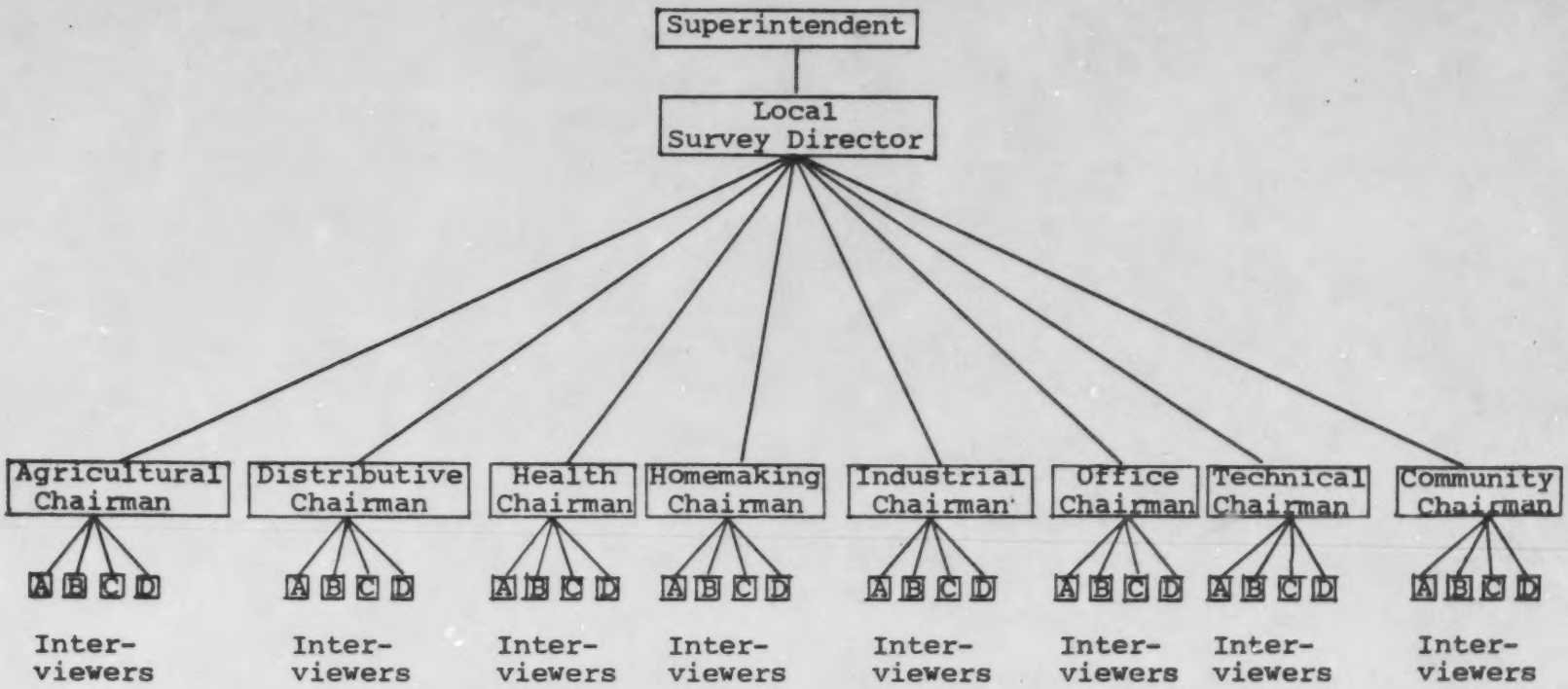
1. To survey and study the manpower needs of business and industry in Paris and Lamar County.

2. To help determine courses of study that might be offered by Paris Independent School District to help meet the needs of business and industry.

3. To assist in planning and improving training programs currently being offered.

4. To provide Paris Independent School District with reliable, organized information upon which long-range planning can be based.

5. To provide information and data that will be of value in occupational guidance of students.


Superintendent
Local Survey Director
Agricultural Chairman
Distributive Chairman
Health Chairman
Homemaking Chairman
Industrial Chairman
Office Chairman
Technical Chairman
Community Chairman
A B C D
Inter-viewers

(Sample)

PARIS INDEPENDENT SCHOOL DISTRICT
OCCUPATIONAL SURVEY

Interviewer_____ Date_____ _____

1. Firm Name_____
2. Mailing Address_____
3. Name of firm representative completing form_____
_____
4. Position or title of respondant_____
5. Telephone number of respondant and appropriate extension
_____ (number) _____ (extension)
6. Total number of employees in your organization or division _____
7. What percentage of your employees are_____%males
_____% females
8. What percentage of your employees are from the Paris area _____%.
9. Please check the space opposite the description which best identifies the activities of your business. Check more than one if needed.

___Agricultural Service (farm, equip. dealers, etc.)

___Advertising (radio, newspaper, etc.)

___Auto Services (dealers, etc.)

___Bank and Finance (loan, credit, etc.)

___Construction (contractors)

___Education (private schools, etc.)

___Entertainment and Recreation (orchestras, etc.)

___Food, Dairy, Drink (retail) (supermarkets, etc.)

___Retail - other than food, dairy and drink (retail merchants)

___Health, Hospital, Medical, Dental (physicians, etc.0

___Professional - other than medical and dental (lawyers, etc.)

___Durable Manufacturing (hard goods) Product:_____

___Non-durable Manufct. (soft-goods) Product:_____

___Government - Federal State and Local (mayors office, etc.)

___Hotel and Motel (inns)

___Insurance (mutals, etc.)

___Real Estate (brokers)

___Service (other than auto) (appliance shops, etc.) Type:_____

___Transportation (travel bureaus, railroads, trucking, etc.)

___Utilities (water and lights, etc.)

___Wholesaling (all products) Merchandise:_____

___Others (write in below)

_____

10. Months Firm Employs_____

11. Fringe Benefits to Employee

_____Retirement
_____Medical Insurance
_____Vacation
_____Other (_____)
_____Social Security
_____Life Insurance
_____Advancement & Promotions

12. Does Firm Employee

_____Dropout
_____High School Graduate
_____Disadvantaged
_____Vocationally Trained
_____Physically Handicapped

13. Does Firm Employee

In-School ____full time ____part time

Summer ____full time ____part time

14. Minimum age of employee

___16 ___17 ___18 ___over 18

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PARIS INDEPENDENT SCHOOL DISTRICT

OCCUPATIONAL SURVEY

VOCATIONAL PROGRAM		TOTAL EMPLOYEES		AGE RANGE				TURNOVER LAST 12 MONTHS				MINIMUM EDUCATION REQUIRED					EMPLOYEES NEEDED		
USOE CODE	TITLE	M	F	18-24	25-44	45-60	61-above	Retired	Resigned	Dismissed	Hired	College	High School	Tech. School	Voc. School	None	Immediate	36 months	5 years
01.0000	AGRICULTURAL OCCUPATIONS																		
01.0100	Agricultural Production																		
01.0200	Agricultural Supplies/Services																		
01.0300	Agricultural Mechanics																		
01.0400	Agricultural Products																		
01.0500	Ornamental Horticulture																		
01.0600	Agricultural Resources																		
01.0700	Forestry																		
01.9900	Other Agriculture																		
04.0000	DISTRIBUTIVE OCCUPATIONS																		
04.0100	Advertising Services																		
04.0200	Apparel and Acessories																		
04.0300	Automotive																		
04.0400	Finance and Credit																		
04.0500	Floristry																		
04.0600	Food Distribution																		
04.0700	Food Service																		
04.0800	General Merchandise																		
04.0900	Hardware, Building Materials																		
04.1000	Home Furnishings																		
04.1100	Hotel and Lodging																		

Paris Independent School District
P. O. DRAWER 1159
Paris, Texas 75460

To Business and Industrial Leaders
Lamar County, Texas

The Paris Independent School District will be conducting a local occupational survey during the month of March, 1982. The survey is part of a community needs assessment now underway throughout the school district. Approximately 431 business and industrial firms in the county will be asked to complete the questionnaire. The information reported in this survey will be used for occupational education planning purposes only and the source of the information will not be divulged to any other agency or party.

The purpose of this questionnaire is to gather information and opinions from business, industry, government, and professional employers for use in considering new occupational programs or for improving existing occupational educational programs for youths in the Paris area. This information will be helpful in determining the skills needed for entry-level employment.

Planning for this study has been underway for several weeks, and David Ingram has been appointed project director. If you agree to participate in this survey and will designate a representative who is very familiar with your employment and training needs and who can serve as a contact person, we will be getting in touch with him/her in the near future. A self-addressed, stamped postal card is enclosed for your use in letting us know the name of your designated representative.

Thank you very much for your attention to this request. We look forward to your firm's participation in this worthwhile project.

Sincerely,

Felix Gibson

Felix Gibson
Superintendent of Schools

FG:dk

Enclosure

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An Equal Opportunity Employer

To Business and Industrial Leaders

Thank you for your response to our request to participate in the Occupational Survey. We do appreciate your cooperation in assisting Paris Independent School District in obtaining necessary information for use in considering new occupational programs or for improving existing occupational educational programs for youths in the Paris area. This information will be helpful in determining the skills needed for entry-level employment.

Enclosed is a questionnaire designed to cover occupations in Agriculture, Marketing and Distribution, Health and Health Related, Home Economics, Office/Clerical, Technical and Trade/Industry. Please complete questions six through fourteen on the first two pages and those sections highlighted in yellow that pertain to specific vocational programs. In the event you should have employment opportunities in other areas not highlighted, please complete that section also.

If you will complete and return the questionnaire in the enclosed self-addressed, stamped envelope within the next seven days, we would be most appreciative. Should you have any questions, please do not hesitate to call me at 784-6668.

Thank you for your consideration and participation in this community needs assessment.

Sincerely,

Survey of Employment Needs

Summary

General Information

Employers (10 or more employees) Surveyed	110		
Employees of work force represented in Survey	7980	-	(62%)
Male employees	4150	-	(52%)
Female employees	3830	-	(48%)
Annual turnover	1182	-	(14.8%)
Expansion next 12 months	445	-	(5.7%)
Total employment needs for next 12 months	1637	-	(20.5%)
Projected expansion next 5 years	1388	-	(17.4%)

PART-TIME EMPLOYMENT NEEDS

Employers using part-time employees	61	-	(55%)
Jobs which are part-time	256	-	(3.2%)

JOBS AVAILABLE (Next 12 months)

	TOTAL	ENTRY LEVEL
Agriculture	128	44
Construction	26	18
Manufacturing	792	246
Transportation, Communications, Public Utilities	41	33
Wholesale, Retail	253	78
Finance, Insurance, Real Estate	17	8
Services	215	46
Government	165	71
TOTAL NEEDS	1637	544

FRINGE BENEFITS AND PAY SCALE RANGE

54% of employers provide vacation
35% employers have retirement program
53% employers have medical insurance
89% of employers pay minimum wage
11% of employers pay over minimum wage

17 TOPIC: YOUR PARTNER IN EDUCATION

PRESENTERS: Larry Reeves, Texas National Guard
Gary Anderson, Texas National Guard

The Texas Army National Guard is made up of over 18,000 Citizen-Soldiers. People who are full-time citizens and part-time soldiers. The National Guard wants your students to stay in school and wants to help them to achieve their civilian goals. The following is a brief description of programs available to your school.

The Career Planning Workshop

Shortly your students will be leaving school to enter new ways of life and to encounter new challenges. They will be preparing to acquire a career of their choosing. The Career Planning Workshop is provided by The Texas Army National Guard to help your student prepare for the selection of their career and to assist in the complicated process of finding employment in their Career.

The Career Planning Workshop teaches the student how to select a career field, how to fill out a job application, how to complete a resume, and shows interview techniques to use when applying for a job. Each student will receive a workbook to keep for future reference.

The Funding Game

The "Funding Game" is an educational workbook designed for use by High School Seniors interested in post-secondary education. As educational costs have increased, many students are determining, without real knowledge, that they cannot afford post-secondary education.

The workbook uses gaming techniques which include attractive, colorful illustrations with easy-to-understand reading to ensure the students and their parents benefit from the entire exercise.

The game answers the students' questons about the availability of funds

for post-secondary education, and directs the students to the various financial aid sources.

Leadership Workshop

The Texas Army National Guard feels that leadership is an important quality in today's successful student. The Guard offers student leaders and Junior ROTC students an extensive two day lab to better equip them to fulfill their current and future leadership roles. The lab is available to junior and senior students and their sponsors.

The lab is a series of structured exercises to be completed in small groups. Decision making, human relations, development of group/team cohesion, leadership/managerial roles and styles, and communication techniques are covered.

Speakers' Bureau

The Texas Army National Guard is made up of over 17,000 civilians working part-time in their National Guard role. This provides a tremendous asset of personnel to call upon to speak on a wide variety of subjects.

During your next Career Day, the Guard has available lawyers, doctors, nurses, pilots, truck drivers, welders, American League Umpires, or most any other vocation you desire to have speak. Your history classes can come alive with a speaker on World War II, Berlin Crisis, Korean War, or Vietnam War. Whatever your needs are for a speaker, call the National Guard first.

18 TOPIC: ACTIVITIES FOR TEACHING THE FIFTEEN OCCUPATIONAL CLUSTERS

PRESENTER: Diana Burton, Corsicana I.S.D.

This session on teaching the occupational clusters was intended to offer a variety of new ideas for teaching this section of the occupational orientation investigation curriculum. The clusters are a series of catagories defined by the U.S. Department of Labor by which all jobs can be classified by type. Although the Department of Labor has recently reorganized these groupings into thirteen new, redefined catagories, we in occupational orientation teach the original fifteen clusters. This can be attributed to the fact that the majority of our teaching materials has not yet made the change and to the cost of replacing old materials. This will, however, explain why some resources refer to "the thirteen occupational clusters" and some refer to fifteen.

There were a number of worksheet handouts provided at the presentation and an extensive listing of companies who produce supplies, filmstrips and various teaching materials suitable for use in the occupational investigation classroom. Anyone interested in recieving these may write to the address listed.

An effort was made to offer information useful to both experienced and new O.O.I. teachers. Methods used by teachers throughout Texas were discussed, but the primary imphasis was on teaching the clusters in groups through a packet of work or the contract system.

Each packet consists of a series of worksheets and activities covering the clusters. Other suggestions to include are: job listings for each cluster, kit activities over several occupations (available through dealers specializing in occupational information) and a filmstrip which the students selects and views on his/her own--this can be set up by building a filmstrip

library and setting up individual carrolls in the classroom equiped with a simple viewer, tape player, and headphones. This system allows each student to tailor their studies placing the accent on their own interests. It further lets them work at their own pace and trains the students in accepting responsibility and taking the initiative by allowing freedom of choice within a structured environment.

Should you choose to do this on a contract basis, the student is allowed to choose whether he/she wishes to work toward an A, B, or C based on the amount of effort they are willing to put forth respectively. Each contract has the same types of assignment, only the amount of work required changes.

Diana Burton
Corsicana High School
W. Hwy. 22
Corsicana, TX 75110

CAREER INVESTIGATION
Developed by Rod Larburger

Agribusiness & Natural Resources

1. Agronomist-Brian, 35 yrs. old
2. Farmer-Kathy, 33 yrs. old
3. Trapper-Fred, 31 yrs. old

Business & Office

1. Stenographer - Francis, 27 yrs.
2. Job Analyst - Rudy, 25 yrs.
3. Bookkeeper - Linda, 23 yrs.

Environment

1. Botanist - Mac, 21 yrs.
2. Entomologist - Rudy, 19 yrs.
3. Radiation Monitor - Carl, 38 yrs.

Fine Arts & Humanities

1. Playwrite - Jerri, 40 yrs.
2. Historian - Larry, 42 yrs.
3. Religious Leader - Karen, 39 yrs.

Transportation

1. Ship Builder - Chuck, 41 yrs.
2. Truck Driver - Lucy, 44 yrs.
3. Dispatcher - George, 40 yrs.

Communications & Media

1. Newspaper Editor - Becky, 36 yrs.
2. Radio-television Operator - Horace, 34 yrs.
3. Radio Repair - Mary Lou, 32 yrs.

Construction

1. Brick Mason - Ted, 30 yrs.
2. Carpenter - Peggy, 28 yrs.
3. Architect - Charlie, 26 yrs.

Consumer & Homemaking

1. Dietician - Felicia, 24 yrs.
2. Cook - Bill, 22 yrs.
3. Interior Decorator - Rheba, 50 yrs.

Marine Science

1. Marine Biologist - Kirby, 28 yrs.
2. Commercial Fisherman - Loreene, 20
3. Scuba Diver - Mark, 20 yrs.

Manufacturing

1. General Laborer - Jerry, 24 yrs.
2. Maintenance Electrician, Bonnie, 26
3. Analysical Chemist - Barbara, 28 yrs

Marketing & Distribution

1. Public Relations Representative - Tony, 38 yrs.
2. Sales Clerk - Patsy, 18 yrs.
3. Merchandise Manager - Leona, 45 yrs.

Health

1. Dentist - Yvonne, 45 yrs.
2. General Practicianer - Ralph, 68 yrs.
3. Emergency Medical Rescue Technician - Phil, 28 yrs.

Hospitality & Recreation

1. Football Coach - Randy, 65 yrs.
2. Activity Director - Julie, 41 yrs.
3. Camp Counselor - Tom, 22 yrs.

Personal Services

1. Embalmer - Sally, 35 yrs.
2. Tailor - Sam, 55 yrs.
3. Cosmotologist - Mary, 27 yrs.

Public Services

1. School Teacher - Kevin, 24 yrs.
2. Lawyer - Steve, 29 yrs.
3. Water Treatment Plant Operator - Carlos, 58 yrs.

Developed by Rod Harburger

Career Investigation

The Republic of China recently detonated a nuclear device off the coast of Calapogas Island. Shortly after the blast, a land mass was located rising from the ocean. We are planning a scientific investigative expedition to the island to evaluate its flora and fauna. From satellite pictures the island looks enormous, but no one has actually determined the size. We do not know how large it is, nor what to expect when we get there.

We are going to take a total of 16 people on our expedition. You will take 15 members with you, one from each of the clusters listed, and you must end up with an equal number of men and women. We will be on the island for 2 years without seeing or returning to civilization. I have arranged it so that you will be able to take whatever you feel is necessary, regardless of the size, shape, or quantity. However, you will not be able to get anything more after you arrive on the island. For example, you might want to take a bulldozer or a tractor. Since you can not get replacement parts later, you would have to take them with you. This would be permissible because there is no limit on what you can take. However, you would certainly feel silly if the machinery broke down, you had the necessary parts, but no one qualified to make the repairs. See what I mean!!!

After you have completed your selections, be prepared to explain to the class who you chose to take, and why they were selected over the others in the group. It may be necessary to make a choice based on sex in order to keep the balance of men and women equal.

After working independently for 15 minutes, the class will break into groups to finalize their decisions and discuss priorities.

HOW TO BUILD A LOCAL RESOURCE FILE

There are many community resources – people, businesses, and interesting places – that are willing to give some time to a few teachers or to a single school but did not wish to be listed in the Directory of Community Resources. For this reason, it may be desirable for each school campus to undertake a community survey of its own.

Sources

Directories and Membership Rosters

There are several good sources of local community resources. One of the most useful sources is the yellow pages of your telephone directory. Another valuable source is the local Chamber of Commerce. In addition, most government, civic, and professional organizations are willing to help the school if time permits. Many clubs have speakers bureaus which may be available to the schools. Historical clubs and societies are also usually willing to help.

Parents

Teachers can find many resource speakers and some field trip sites by taking a survey of parents. This can be done by a single classroom teacher or by an entire school.

Teachers

Another source that is sometimes overlooked is other teachers in the same building. Retired teachers in the community are also often willing to serve as resource persons.

Students

Teachers often discover students with interesting hobbies or unusual talents in their classes. For years teachers have utilized the special interests and talents of their students in their own classroom, however, some teachers are now beginning to use students from other classes, from upper grades, and from other schools. College students are also often willing to serve as resource persons.

(Reproduced from Community Resource Handbook, Region XI, Education Service Center, Ft. Worth)

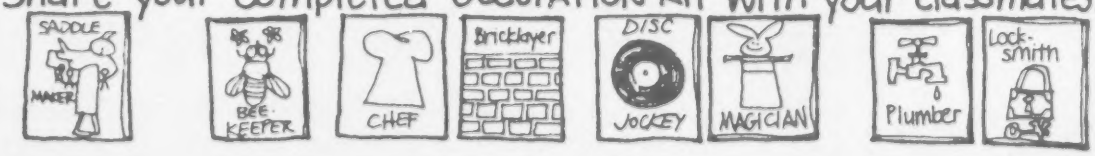
AN OCCUPATION KIT

1. Pick an occupation that interests you. Make an OCCUPATION KIT. Your kit should contain:
   a) a decorated folder that shows the topic of your kit
   b) a table of contents
   c) two or more pages of information about your occupation. Be sure to include:
      1. job title
      2. duties of job
      3. qualifications (physical, educational, emotional)
      4. availability of job
      5. advantages of job
      6. disadvantages of job
      7. salary range
      8. working hours
      9. benefits (time off, vacations, insurance benefits, etc.)
      10. advancement opportunities
      11. related occupations
   d) ten test questions about your information
   e) a puzzle about your occupation (a maze, crossword puzzle, etc.)
   f) an evaluation for others to fill out telling how they felt about your kit.

      SAMPLE QUESTIONS:

      1. Was this kit ☐ too easy ☐ too hard ☐ just right
      2. I learned ☐ many new facts ☐ some new facts ☐ no new facts
      3. The one thing I would change about this kit is: _____.
      4. The part I enjoyed most was: _____.

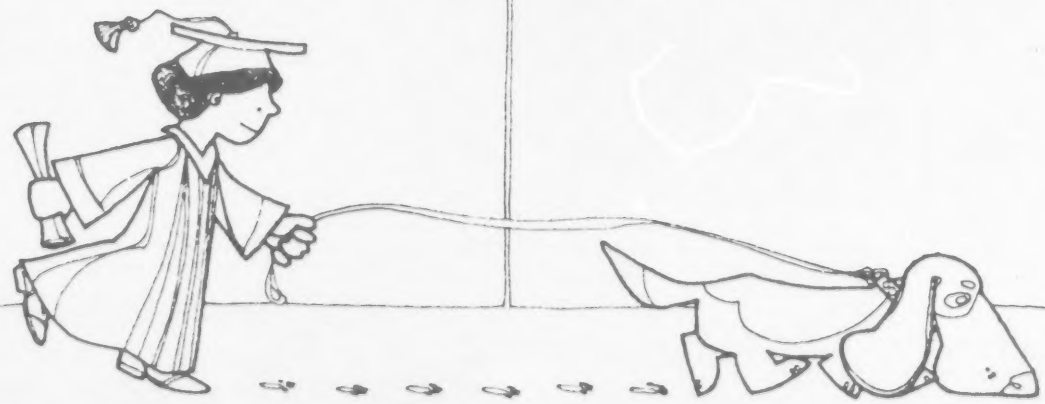
2. Share your completed OCCUPATION KIT with your classmates.



AN EDUCATIONAL SEARCH

1. Look through the want ads in your newspaper and find:
   a) 3 jobs where you would have to have a college education
   b) 3 jobs where you would <u>not</u> have to have a college education
2. Cut and paste the ads in the proper spaces below.

COLLEGE EDUCATION REQUIRED	COLLEGE EDUCATION NOT REQUIRED



SOURCES OF MATERIAL

Cole Supply
P.O. Box 1717
Pasadena, Tx. 77501
(good life skills materials)

Guidance Associates
Communications Park
P.O. Box 300
White Plains, NY 10602

Eyegate
146-01 Archer Ave.
Jamaica, NY 11435
(fair filmstrips, good audio-visual equipment)

Careers, Inc.
P.O. Box 135, 1211 10th St. S.W.
Largo, Florida 33540
(excellent materials, especially Career Cluster File)

Texas View
Region XIX Educ. Service Center
P.O. Box 10716
El Paso, Tx. 79997
(View Scripts Notebooks according to 15 clusters & other materials, excellent, easy to use sources)

Janis Publishers
2501 Industrial Parkway West
Hayward, CA 94545

Interpretive Education
2306 Winters Dr.
Kalamazo, MI 49002

McKnight Publishing Co.
IAA Drive, P.O. Box 2854
Bloomington, IL 61701
(Succeeding In The World of Work, text & manual)

"Opening The Door To Job Opportunities", employability skills system developed by Lourene Pigg, Job Placement Coordinator, DeSoto High School, 600 Eagle Drive, DeSoto, Tx. 75115
(good source)

Fearon Pitman Publishing Co.
6 Davis Drive
Belmont, CA. 94002
(life skills)

King Features, Educational Division
235 East 45th Street
New York, NY 10017
(Popeye Comic book series according to the 15 clusters, excellent accompaning worksheets)

Science Research Associates, Inc. (SRA)
155 North Wacker Drive
Chicago, Illinois 60606
(Subsidiary of IBM, good materials, KUDER Interest Survey, Job Experience Kit)

EdiTS Publishers
P.O. Box 7234
San Diego, CA 92107
(COPSystem Career briefs & other materials)

Dallas ISD
3700 Ross Ave.
Dallas, Tx. 75204
(gold 3 ring binder - Occupational Investigation Middle/Jr. High Shool Prevocational - based program, good source of worksheets)

Chronicle Quidance Publications, Inc
Moravia, NY 13118
(excellent Index Information mat ials, View-Deck temperament & job preference system)

Walt Disney
Educational Media Co.
500 S. Buena Vista St.
Burbank, CA 91521
(Excellent filmstrips)

Educational Design, Inc.
47 West 13th Street
New York, NY 10011

Creative Visuals
P.O. Box 1862K
Big Springs, Tx. 79720

Ideal School Supply Co.
Oak Lawn, IL 60453
(excellent sound/color filmstrips series on the 15 clusters)

Multi-Media Productions, Inc.
P.O. Box 5097
Stanford, CA 94305

Sentinel Educational Materials, Inc.
6812 Colfax Drive
Dallas, TX 75231

American Learning Systems, Inc.
P.O. Box 2173
Columbia, Georgia 31902

CFKR Career Materials
P.O. Box 4
Belmont, CA 94002
(Job-O Survey, College Major-Minor Finder, plus others, excellent source)

Texas Education Agency
201 East 11th Street
Austin, TX 78701
(The High School Student In The Working World, initial copy free, other publications also available)

Career World Magizine
-subscription offices:
Curriculum Innovations, Inc.
501 Lake Forest Ave.
Highwood, IL 60040

Occupational Curriculum Laboratoy
East Texas State University
Commerce, TX 75428
214-886-5623
(curriculum guides & others)

Classroom World Productions
(autorized dealer)
J.P. Business Products, Inc.
P.O. Box 383
Abilene, TX 79604

Prudential Insurance Co.
P.O. Box 36
Newark, New Jersey 07101

Coordinating Board Texas College & University System
P.O. Box 12788
Capitol Station
Austin, TX 78711
(TX Educational Opportunity Guide)

U.S. Department of Labor
Bureau of Labor Statistics
U.S. Government Printing Office
Washington, D.C. 20402
or
your local branch of the Labor Dept.
(Occupational Outlook Handbook, Dictionary of Occupational Titles (D.O.T.), Exploring Careers, & other materials, write for a price list)

19 TOPIC: THE GOSTA PROGRAM

PRESENTER: Ed Ebert, Texas City I.S.D.

What is a GOSTA program?

G.O.S.T.A. is an acronym that represents the five basic principles of goal-setting and planning. The significant difference between the GOSTA program and other courses dealing with the same subject is that GOSTA has been designed especially with the 7-8th grade student in mind. This format uses principles of visualization, activity-oriented instruction, and memory-keys to bring this important topic across at a level that is easy to understand and memorize.

Why teach goal-setting?

Setting goals and then planning ways to reach them is the foundation for virtually any successful endeavour. Large corporations, small businesses, even your school district, formulate a plan of action - with very specific goals in mind - prior to beginning any project. You, in fact, are a part of your school district's pre-determined plan for reaching the goals they have set. Football teams, basketball teams, and so on, all have a perfectly clear and well defined goal in mind before they enter into competition. They also have a plan for reaching their goal - a plan that they have practiced time and again to help them succeed. It is obvious that goal-setting and planning are important factors in a formula for success in our world of work as well as the world outside of our work.

Now think back to when you were in school between the first and the twelfth grade. As important as goal-setting is, when did anybody teach you the actual step-by-step procedures of goal-setting? Just as with anything else, this process takes practice in order to use it efficiently. But who presented it to you back then in a straight forward, "this is how it is done"

manner? Chances are good that it was never taught to you. The GOSTA program came about, in fact, because there was nothing available on this topic for 7-8th grade level.

Whether or not you want to use the GOSTA program itself, you should try to teach the principles of goal-setting to your students. Do not make them wait until they are out of school to find out about this intrinsic part of success in any undertaking. As our schools strive to develop the student's abilities, the GOSTA program shows the student how to channel and direct that very powerful force of his/her potential.

GOSTA!

TEACH YOUR STUDENTS (AND MAYBE EVEN YOURSELF!)

HOW TO:
- SET GOALS!
- WRITE PLANS TO ACHIEVE GOALS!
- SCHEDULE PLANS FOR SUCCESS!
- IMPROVE MEMORY!

THESE ARE THE BASIC PRINCIPLES FOR SETTING AND ACHIEVING GOALS PRESENTED IN AN EASY-TO-UNDERSTAND MANNER.

GOSTA

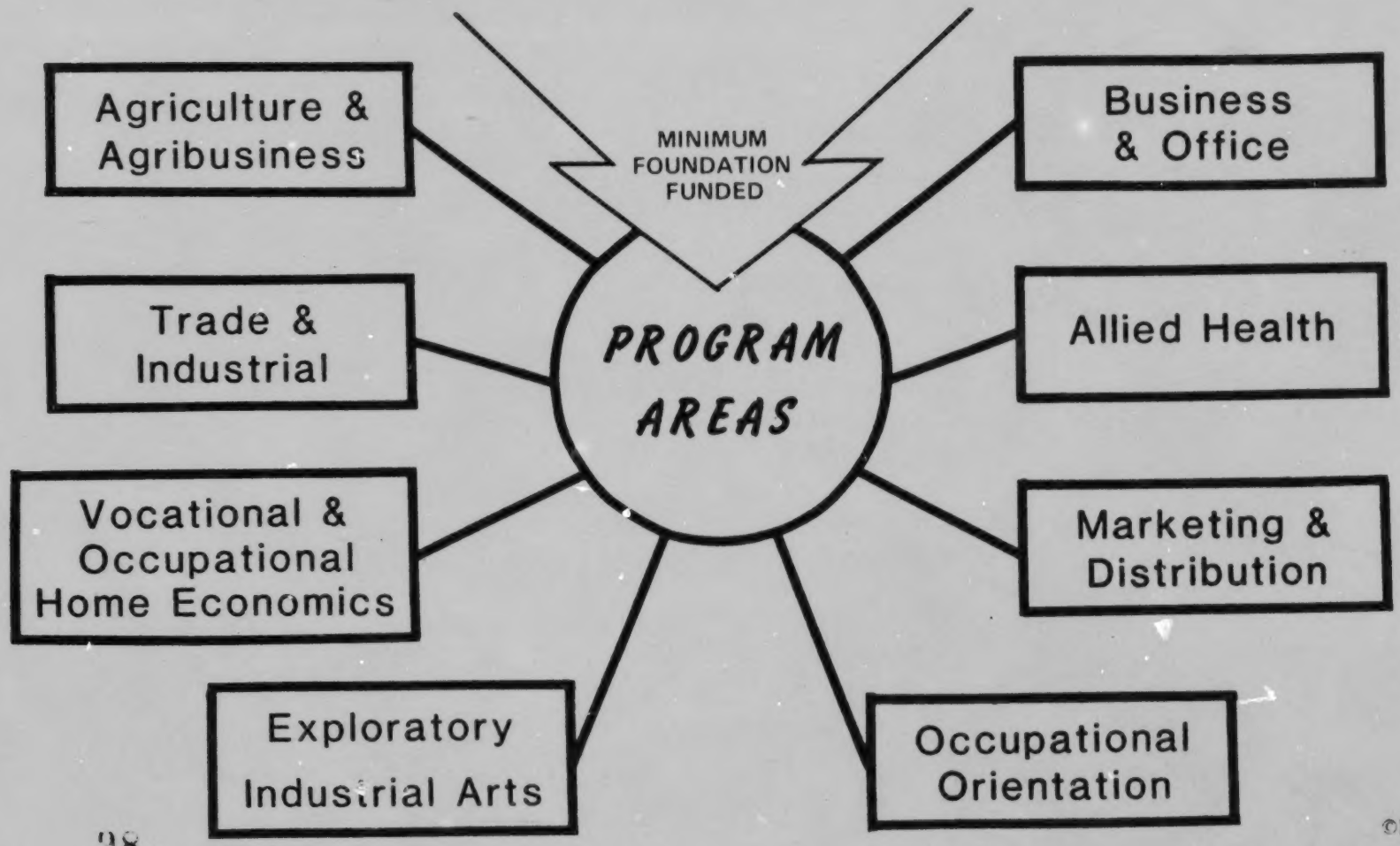
SCOFIELD EDUCATIONAL SYSTEMS
1518 PINECREST
DICKINSON, TX
77539

97

20 TOPIC: A COMPREHENSIVE VOCATIONAL GUIDANCE SYSTEM

PRESENTER: E. F. "Bill" Hollenback, North Texas State University

TEXAS VOCATIONAL EDUCATION SYSTEM



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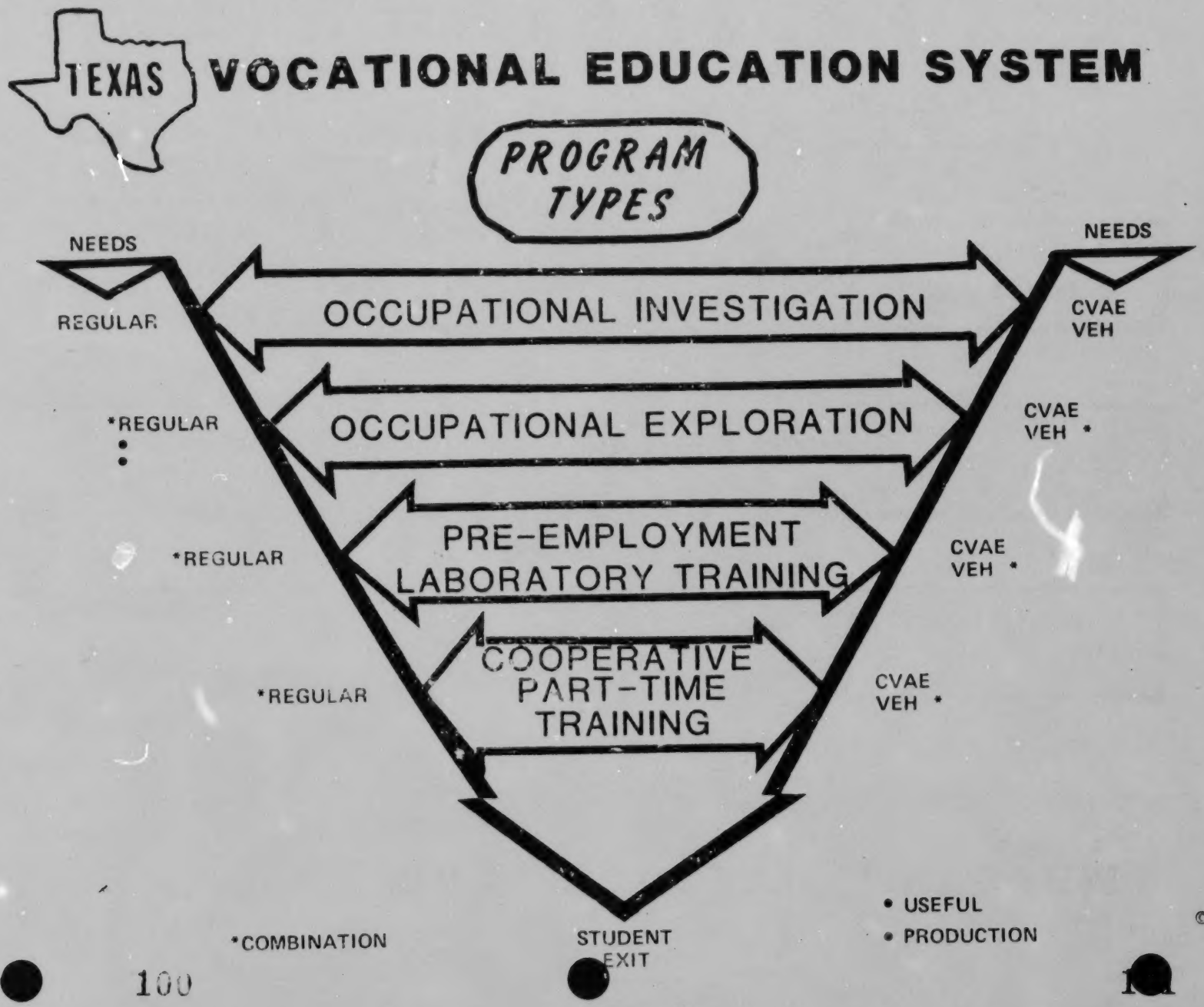
TEXAS
VOCATIONAL EDUCATION SYSTEM
PROGRAM TYPES
NEEDS
NEEDS
REGULAR
OCCUPATIONAL INVESTIGATION
CVAE
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*REGULAR
OCCUPATIONAL EXPLORATION
CVAE
VEH *
*REGULAR
PRE-EMPLOYMENT
LABORATORY TRAINING
CVAE
VEH *
*REGULAR
COOPERATIVE
PART-TIME
TRAINING
CVAE
VEH *
• USEFUL
• PRODUCTION
©EFBH
*COMBINATION
STUDENT
EXIT

TEXAS VOCATIONAL EDUCATION SYSTEM

PROGRAM PHASES

©EFBH

TEXAS VOCATIONAL EDUCATION SYSTEM

GUIDANCE PHASES

Supportive of Program Areas

Phase 1 OCCUPATIONAL INVESTIGATION

GRADES 7-8

Phase 2 OCCUPATIONAL EXPLORATION

GRADES 9-10

Phase 3 VOCATIONAL COUNSELOR

GRADES 9-12

Phase 4 JOB PLACEMENT COORDINATOR

GRADES 11-12

Exit STUDENT OPTIONS

©EFBH

TEXAS VOCATIONAL EDUCATION SYSTEM

SUPPORT SERVICES

GUIDANCE

INDIVIDUAL INVENTORY

STUDENTS PERSONAL CUMULATIVE FILE

OCCUPATIONAL INFORMATION

PERSONAL, SOCIAL, EDUCATIONAL, OCCUPATIONAL

COUNSELING SERVICES

GROUP TECHNIQUES OR INDIVIDUAL TECHNIQUES

PLACEMENT SERVICES

EDUCATIONAL PLACEMENT AND JOB PLACEMENT

EVALUATION AND FOLLOW-UP

MANDATED BY STATE PROGRAM STANDARDS

RESEARCH

NEEDED TO UPDATE AND IMPROVE SERVICES

©EFBH

PROFESSIONAL ASSOCIATIONS

AMERICAN VOCATIONAL ASSOCIATION

TEXAS VOCATIONAL-TECHNICAL ASSOCIATION

TEXAS VOCATIONAL GUIDANCE ASSOCIATION

- TEXAS OCCUPATIONAL ORIENTATION DIVISION
- TEXAS VOCATIONAL COUNSELOR DIVISION
- TEXAS JOB PLACEMENT COORDINATOR DIVISION

© EFBH/81

THE TEXAS VOCATIONAL GUIDANCE SYSTEM

FOR

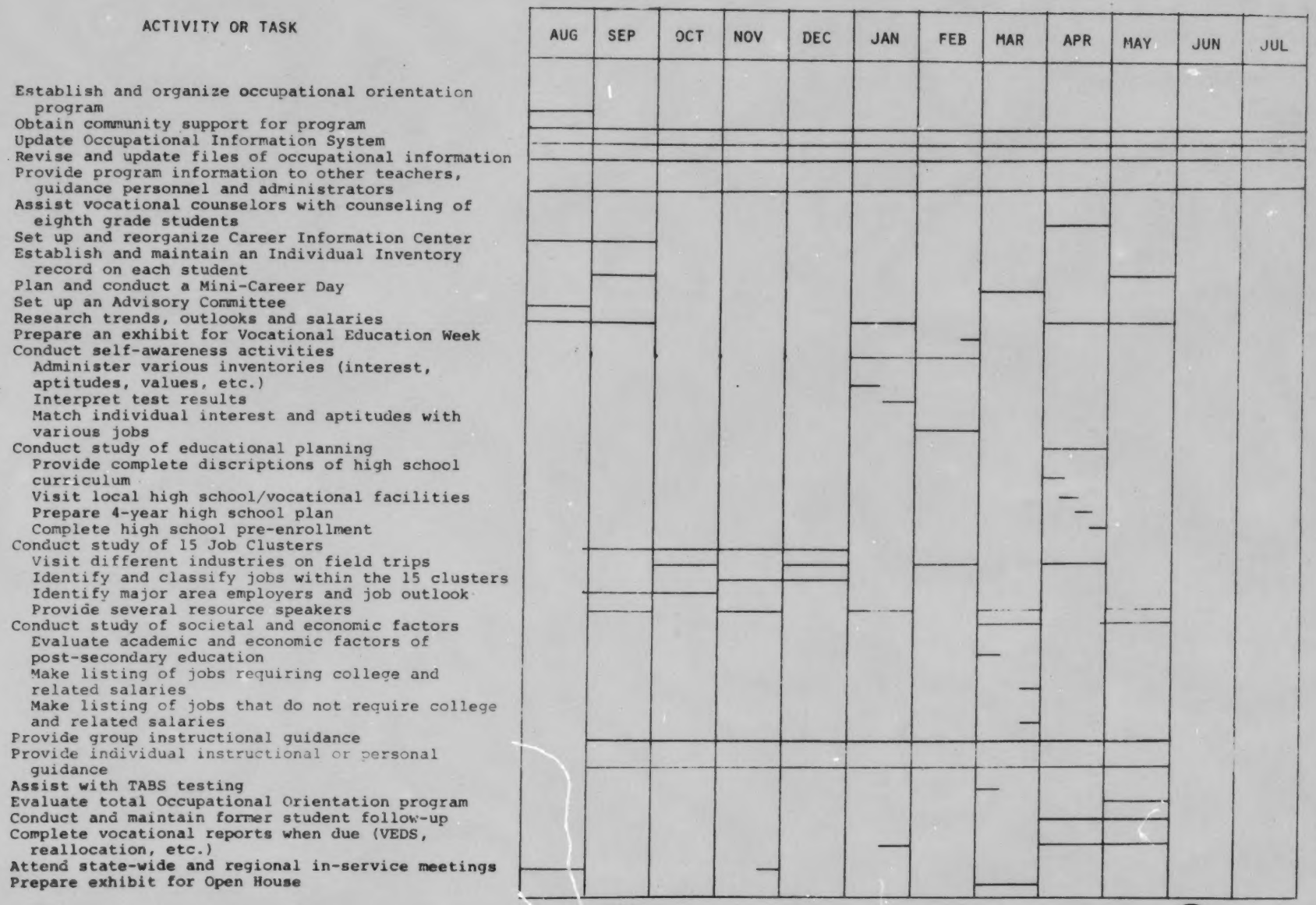
OCCUPATIONAL ORIENTATION, VOCATIONAL COUNSELOR AND JOB PLACEMENT COORDINATOR

INCLUDES

I. NEED
II. PURPOSE
III. GOALS
IV. OBJECTIVES
V. COMPETENCIES
VI. TASKS/RESPONSIBILITIES
VII. PUBLIC RELATIONS
VIII. STAFF RELATIONS
IX. PROCESS
    - INDIVIDUAL INVENTORY
    - COUNSELING TECHNIQUES
    - INFORMATION SYSTEMS
    - PLACEMENT
    - FOLLOW-UP
    - RESEARCH
X. BUDGETARY INFORMATION
XI. TIMELINES

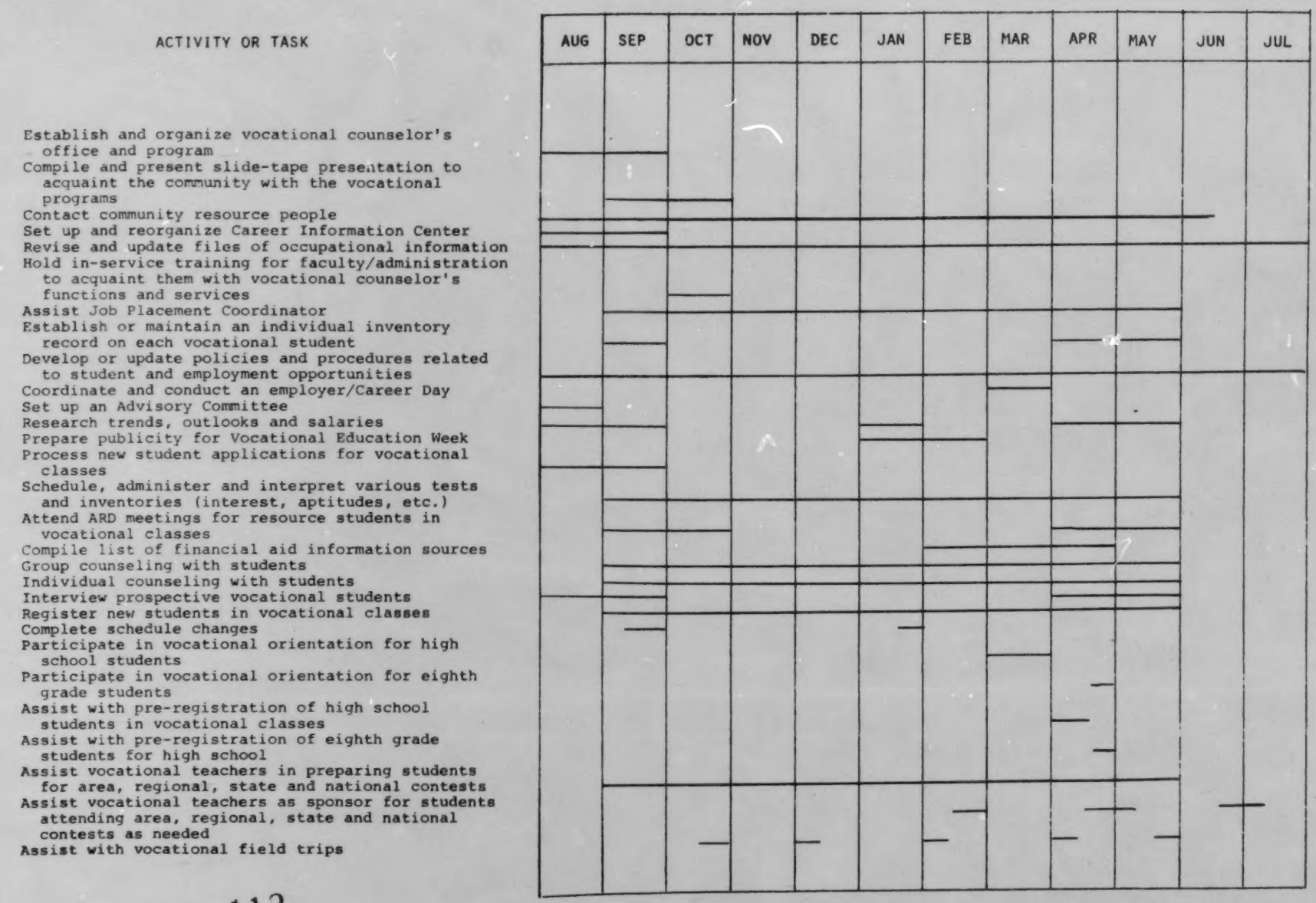
OCCUPATIONAL ORIENTATION-INVESTIGATION

TIMELINES



VOCATIONAL COUNSELOR

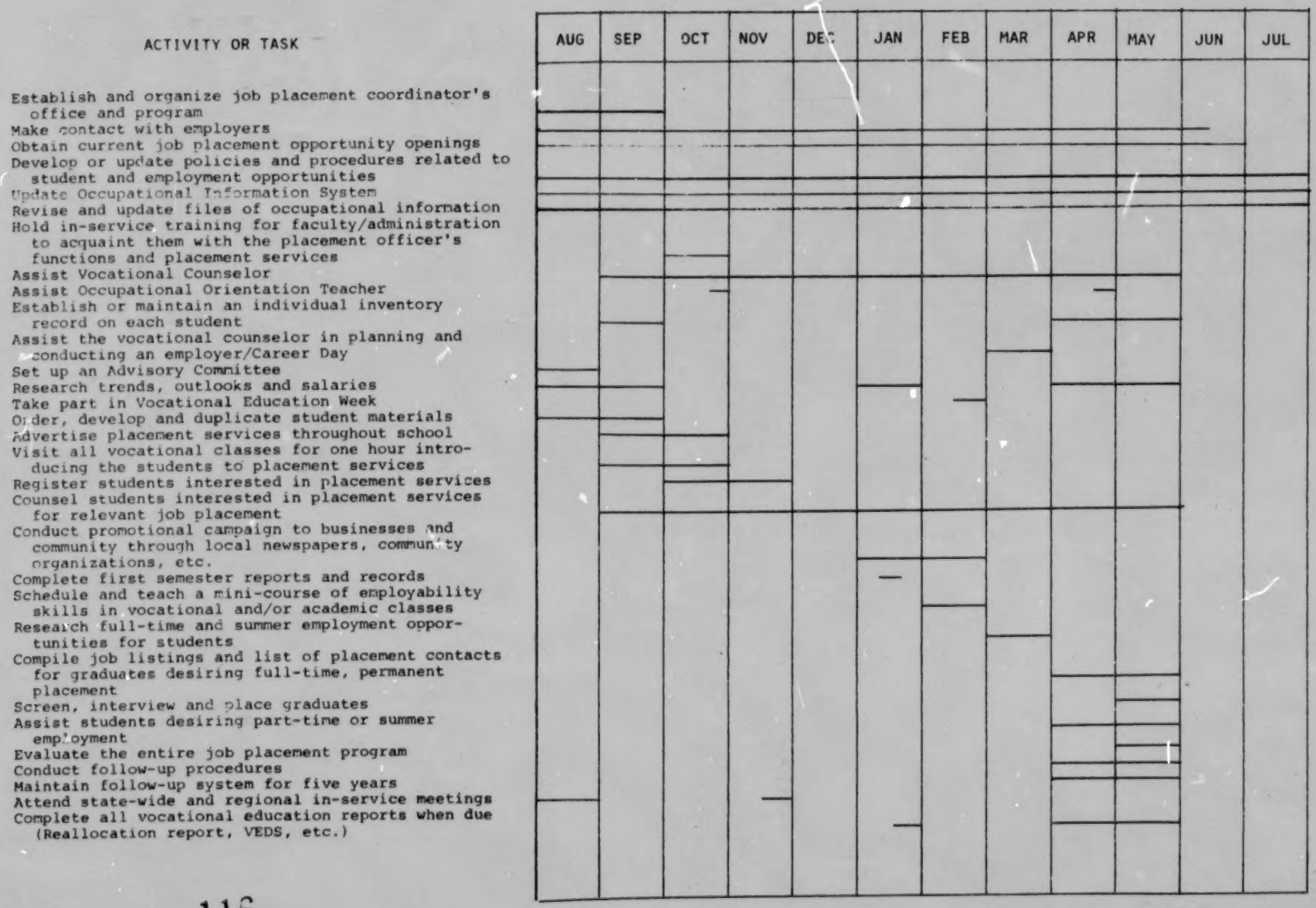
TIMELINES



VOCATIONAL COUNSELOR CONT'D

ACTIVITY OR TASK	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Arrange for post-secondary and community college visits												
Meet with manpower coordinator												
Meet with military recruiters												
Make a senior record check for courses needed to graduate												
Assist with TABS testing												
Evaluate total vocational counseling program												
Conduct follow-up activities												
Maintain follow-up system for five years												
Assist job placement coordinator in placing students in summer jobs												
Attend state-wide and regional workshops												
Complete vocational education reports when due (Re-allocation, VEDS, etc.)												

JOB PLACEMENT COORDINATOR
TIMELINES



21 TOPIC: EMPLOYABILITY SKILLS CURRICULUM

PRESENTER: Edwin Perry, Houston I.S.D.

Each participant was given a copy of the 48 page Student Workbook. This book contains the 16 learner outcomes and all of the information sheets used by students when taking the EMPLOYABILITY SKILLS DEVELOPMENT course. Teachers were led through a brief survey of the contents.

Much of the emphasis of the session was directed toward the curriculum bulletin which was written to assist vocational teachers teach the ESD program. Copies of the bulletin were passed out for inspection and a 12 page handout was given to each participant. The contents were:

Course Description

Table of Contents

Scope and Sequence

Instructional Objectives, Performance Objectives, Activities, and Evaluative Criteria

Lesson VIII-B from teaching guide

Student Progress Chart

Certificate of Completion

List of Brochures

A demonstration of Lesson VIII-B Getting Along With Your Co-Workers was presented with lecture, overhead transparencies, and a filmstrip.

In conclusion, participants answered the questions fron the Pre-ESD Inventory.

Employability Skills Curriculum

This curriculum guide for EMPLOYABILITY SKILLS DEVELOPMENT was prepared by the HISD Occupational Placement Center under the direction of the Occupational and Continuing Education Division of the Houston Independent School District. It is directed to students enrolled in vocational education programs. The ten-lesson course is designed for teaching within the time constraints of the vocational course in which the students are enrolled. The flexibility of the curriculum allows the instructor to teach the lessons at the most convenient time for that particular class.

The overall objective of the Employability Skills Development Curriculum is to allow the students to progress successfully through the experiences of locating employment opportunities, applying for the job, and confronting on-the-job problems. Lessons include lecture, class discussion, audio-visual aids, printed materials in the student workbooks, role playing, and activity sheets. Each lesson contains essential learner outcomes, and students are presented with Certificates of Compleation when they have finished the work.

The ten lessons are:

I. Introduction
II. Finding a Job
III. Contacting the Employer
IV. Personal Data Sheet and Resume
V. The Application
VI. Personal Appearance
VII. The Interview
VIII. Getting Along With theSupervisor and Co-Workers
IX. Pay and Benefits
X. Review

22 TOPIC: PROJECT BASICS

PRESENTER: George Pliler, Region XV Education Service Center

Region XV Education Service Center staff members, working largely with rural students in the areas of guidance, career education, and special education over several years, found a continuing need of students for training in job seeking skills, for information on job opportunities in Texas, and a need to remediate the general inexperience of the student upon leaving home and entering the world of work.

This information tied in with a series of national and statewide studies conducted after 1975, which pointed out the inability of a large number of citizens to properly prepare themselves for interesting jobs. A study conducted by the National Council for Reading further indicated a number of job applicants were not familiar enough with the terminology found on job applications to complete the application error free. Additionally, Texas Assessment of Basic Skills in 1981 indicated only 1/2 the students at exit level are competent in personal finance problems and ratio/proportion/percent problems.

Vocational Guidance activities have been developed and tested to provide a series of group guidance experiences relating to job interview, budgeting skills, decision making, and career college information. The exercises are designed to actively involve the students. There is a minimum of lecture, and a maximum of discussion and doing. It is the opinion of the authors that only through this form of interaction can students come close to experiencing what they will face in a few short months when they actually begin to enter, full time, the world of work. The exercises are not designed to duplicate with a great degree of exactitude what the students will find when they leave school, they are designed to be, instead, a general introduction to the skills and knowledges necessary to secure employment. It is a basic training course which, in almost every case, needs to be followed up at the local level by regular and vocational counselors, vocational teachers, or other school personnel with additional study and research, to answer student questions which evolve after the student has had time to evaluate the material covered.

These workshop activities relate directly to the State Board of Education's goals and objectives for preparation in reading, writing, and mathematics, and job seeking skills needed when the students graduate from high school.

Project TEEN activities have been utilized with students in Region XV schools during the past 3 years, and in schools outside Region XV during 1981-82. Results from cognitive and affective pre-post tests administered at workshops showed statistically significant positive gains in each of the last two years.

Objectives: Describe the major objectives of this project.

Objective 1. Region XV project staff will present a series of one-day mini-courses teaching employability skills (Project BASICS) primarily to seniors and/or juniors and/or eighth grade students in the small rural schools of Region XV during the 1982-83 school year. Evidence of accomplishment of this objective will be the participation of students from thirty schools, inside or outside Region XV, in the Project BASICS mini-course during the 1982-83 school year.

Objective 2. Region XV project staff will provide vocational guidance technical assistance to schools and students in Region XV, the Texas Education Agency, and appropriate professional organizations during the 1982-83 school year. Evidence of accomplishment of this objective will be the provision of technical assistance to documented requests for vocational guidance technical assistance and services to Texas Education Agency, profcssional organizations, and Region XV schools to assist students, counselors, vocational and other staff members. Documentation of services will be provided by Region XV activity reports.

Objective 3. Region XV project staff will provide a series of one-day Project BASICS workshops for staff from regional service centers and their constituent rural schools. Evidence of accomplishment of this objective will be requests from five regional education service centers for Project BASICS workshop and four workshops presented.

Procedures: Describe the procedures utilized in implementing this Project.

Objective 1. One-day employability skills mini-courses will be presented to the secondary students of Region XV Education Service Center. Activities taught will be based on those previously developed and tested with pre-post test of participating students.

Objective 2. Technical assistance will be provided to:

- vocational students in rural schools needing vocational guidance services
- TEA and its sponsored conferences will receive workshop services from Project BASICS staff to further dissemination of the project
- Counselors and school staff in Region XV will receive assistance with vocational guidance services
- Professional organizations' conferences will receive overview workshop services to further dissemination of Project BASICS
- Vocational guidance materials collection will be available for loan to Region XV schools

Objective 3. Staff training will be provided in other regional education service centers to prepare their staff and constituent school staff in the operation and utilization of employability skills training materials contained in Project BASICS and Project BEST.

23 Topic: "The Vocational Counselors Role In Texas Public Schools"

Presenter: David Qualls, Vocational Counselor
Brazosport Ind. School District

Vocational Counselors have been serving young people in Texas public schools since the early 1970's. Today, they work cooperatively with other vocational guidance personnel (Occupational Orientation teachers, Job Placement Coordinators) to assist young people in making educational and career choices and decisions. As a part of a comprehensive vocational guidance system, they perform a variety of roles and duties that varies from district to district.

Vocational Counselors work with other members of the guidance team to perform the following prescribed duties:

1. "Assist students in making meaningful and informed occupational choices by providing them with occupational and educational information;

2. Assist students in selecting vocational education programs for which they have ability to benefit from instruction through individual appraisal activities;

3. Assist in reducing sex bias, sex stereotyping, and sex discrimination throughout the district's vocational programs, services, and activities;

4. Assist students in progressing in their vocational education programs by providing vocational counseling services;

5. Assist students in preparing for the transition from vocational education programs to gainful employment through instruction in employability skills development;

6. Assist vocational students with educational and job placement services; and,

7. Assist with follow-up studies of vocational students."

(Vocational Guidance and Counseling Program Standards For Public Schools, Texas Education Agency, Austin, Texas, May, 1979, p. 1)

In addition to performing the above mentioned duties, Vocational Counselors may assist Occupational Orientation teachers in the following manner:

1. Selecting appraisal instruments;

2. Utilizing test results from O. O. teachers in working with students when they enter high school vocational programs;

3. Attending A.R.D. meetings for incoming C.V.A.E. or Special Education students;

4. Planning Career Days;

5. Serving as guest speakers;

6. Informing eighth grade students about vocational education course offerings; and,

7. Leading career study tours for eighth grade students through the area vocational school.

Job Placement Coordinators are the newest members of the vocational guidance team. Vocational Counselors may assist them in some of the following ways:

1. Counseling students;

2. Providing students with information regarding the world of work, careers, educational and training opportunities;

3. Conducting special seminars for Seniors (Employability Skills, Senior Orientation, College/Career Night);

4. Referring students to Job Placement Coordinators;

5. Referring names of potential employers to Job Placement Coordinators; and,

6. Publicizing and promoting vocational education programs and services.

Vocational guidance can make a difference in young people's lives! If all members of the vocational guidance team communicate, plan, and work together, young people will achieve the potential they represent.

THE VOCATIONAL COUNSELOR'S ROLE IN TEXAS PUBLIC SCHOOLS

Presented at the Texas Vocational
Guidance Association Summer Workshop

August 11-13, 1982

Austin, Texas

by

Dr. David Qualls
Vocational Counselor
Brazosport Ind. School District

BRAZOSPORT IND. SCHOOL DISTRICT

* Located in Freeport area - home of the largest basic petro-chemical complex in the United States
* Heavily industrialized - Dow Chemical, Badische
* Rapidly growing metropolitan area
* Brazosport College
* 2 High Schools: Brazosport - 1000 students
  Brazoswood - 2000 students
* 3 Intermediate Schools
* 10 Elementary Schools
* 19 Academic Counselors
* 1 Special Education Counselor
* 2 Vocational Counselors
* Vocational Counselor - no academic class assigned
  Vocational Counselor - both academic/vocational
  - Grades 9-12
  - Approximately 325 students
* Budget for Vocational Guidance - 1981-1982 (3000.00)
  - 1982-1983 (1560.00)

OBJECTIVES OF A VOCATIONAL GUIDANCE AND COUNSELING PROGRAM

1. Assist students in making meaningful and informed occupational choices by providing them with occupational and educational information;

2. Assist students in selecting vocational education program for which they have ability to benefit from instruction through individual appraisal activities;

3. Assist in reducing sex bias, sex stereotyping, and sex discrimination throughout the district's vocational programs, services, and activities;

4. Assist students in progressing in their vocational education programs by providing vocational counseling services;

5. Assist students in preparing for the transitions from vocational education programs to gainful employment through instruction in employability skill development;

6. Assist vocational students with educational and job placement services; and,

7. Assist with follow-up studies of vocational students.

* Vocational Guidance and Counseling Program Standards For Public Schools, Texas Education Agency, Austin, Texas, May, 1979, p. 1.

VOCATIONAL COUNSELOR CERTIFICATION

Requirements for Professional Vocational Education Counselor Certificate

* Bachelor's Degree
* Valid Texas Teacher Certificate
* Valid Professional Counselor Certificate
* 12 Semester hours of specified vocational guidance courses

  A. History and Principles of Vocational Education
  B. Planning and Organizing Programs of Vocational Guidance
  C. Occupational and Educational Information
  D. Vocational Student Identification, Placement, and Follow-up

* A combination of 3 years of experience, which may include teaching experience, and not less than one year of wage-earning experience in an occupation (s) for which vocational education is being conducted in the public secondary schools

OR

Two years of teaching experience in an approved vocational programs preparing students for gainful employment.

Requirements for Professional Counselor Certificate

* Valid Texas Teacher Certificate
* Three Years Teaching Experience
* Completion of a 30-semester hour program in Counseling

SHARED RESPONSIBILITIES OF COUNSELORS

IN THE BRAZOSPORT IND. SCHOOL DISTRICT

I. INDIVIDUAL INVENTORY

A. Planning, Organizing, Administering, and Interpreting of Achievement and College Entrance Examinations

(I.T.E.D., T.A.B.S., A.C.T., P.S.A.T., S.A.T.)

II. APPRAISAL SERVICE

A. Consultation with Special Education Personnel

(Diagnostician, Counselor, Supervisor, Classroom Teachers, Assistant Principal, Psychologist)

B. Participation in A.R.D. meetings

C. Scheduling/Placement of Special Needs students

D. Special Needs Students - Deaf Ed., Pregnant Adolescents

III. COUNSELING SERVICE

A. Individual Counseling - Personal, Academic, Career/Vocational

B. Group Guidance - Study Skills Seminar

C. Group Counseling - Attendance problems, those with divorced parents, etc.

IV. ORIENTATION SERVICE

A. HIGH SCHOOL

1. Senior Orientation Seminar

2. Career/College Night

3. Pre-Conference Orientation

B. INTERMEDIATE SCHOOL

1. Orientation to Ninth Grade

SHARED RESPONSIBILITIES OF COUNSELORS

IN THE BRAZOSPORT IND. SCHOOL DISTRICT

V. INFORMATION SERVICE

A. EDUCATIONAL INFORMATION

1. Classroom Visitation

2. Individual Counseling

B. SOCIAL INFORMATION

1. Individual/Group Counseling/Guidance

2. Referral to Community Resources

C. CAREER/VOCATIONAL INFORMATION

1. Guidance Information System

2. Individual/Group Guidance Sessions

3. Planned Career Center

VI. PLACEMENT SERVICE

A. Leveling of students - district guidelines, assessment, teacher recommendations

B. Student/Parent Conferences -

1. Course selections

2. Planning for the future

3. Providing information

4. Exploring options

C. Placement according to I.E.P.

D. Coordination with Brazosport College

* Texas A & M University Organization of Guidance Services

VOCATIONAL COUNSELOR RESPONSIBILITIES

I. INDIVIDUAL INVENTORY

A. Planning, Organizing, Administering, and Interpreting Appraisal Instruments

1. Strong-Campbell Vocational Interest Blank
2. California Occupational Preference Scale
3. Differential Aptitude Test
4. Armed Services Vocational Aptitude Battery

II. APPRAISAL SERVICE

A. Consultation with Diagnostician, Psychologist, Vocational Adjustment Class Coordinator

B. Attend A.R.D. meetings

C. Place students according to I.E.P.

D. Small Group Sessions - special needs students

III. COUNSELING SERVICE

A. Career/Vocational Information

B. Vocational Counseling - problems on the job, etc.

IV. ORIENTATION/RECRUITMENT

A. Vocational Orientation - Grade 8

B. Vocational Orientation - Grades 9-11 using slide presentation, class visitation

C. Visitation of classroom/shops by students

D. Use of vocational student leaders - DECA, VICA, HOSA, VOCT, FFA, FHA, HERO

V. PLACEMENT SERVICE

A. Assist in determination of appropriate vocational education program

B. Assist in vocational interview process

C. Selection of vocational students with committee (grade level counselor, grade level assistant principal, vocational teacher)

D. Course selection conference

E. Assist students with job placement, concurrent enrollment, coop. ed. programs, etc.

VI. FOLLOW-UP SERVICE

A. Assist in follow-up of vocational graduates for one-year period using VEDS (Vocational Education Data Systems).

B. Assist in follow-up of vocational graduates for five-years.

VII. PUBLIC RELATIONS

A. Liaison with all publics (counselors, school administrators, teachers, special education personnel, vocational teachers, civic organizations, parents, business, labor, and industry)

B. Serve as members of General Advisory Committee for Vocational Education

C. Serve as members of Vocational Advisory Committee for specific trade/craft programs

D. Assist with Vocational Education Week Activities

E. Industry Visitation

F. Members of Civic Organizations

G. Assist others in conducting community surveys to determine need for vocational education programs

VIII. OTHER RESPONSIBILITIES/ROLES

A. Conducting in-service programs for teachers

B. Teaching specific units - Job and Employability Skills Seminars

C. Conducting seminars on Sex-Bias, Sex-Stereotyping, and Career Opportunities for Women

CHALLENGES FACING VOCATIONAL GUIDANCE PERSONNEL

1. Declining Enrollment in Vocational Education classes.
2. Financial constraints.
3. Lack of support from administrators and building principals.
4. Lack of support from other counselors.
5. Poor attitudes of vocational and academic teachers.
6. Professional jealousy.
7. Territorialism.
8. Scheduling conflicts.
9. "NUMBERS GAME".
10. Excessive paperwork.
11. Lack of publicity of our success stories.
12. Poor communication.
13. Failure to band together professionally.

24 TOPIC: WHAT DO I DO IN THAT INTERVIEW

PRESENTER: Lorie Richardson, AVT, Inc.

AVT, Inc. is a production company that produces training and promotional films. Our films usually range from eight to ten minutes in length, however this film is nearly 30 minutes in length. We also do commercial and television work. If you've ever seen America's favorite housewife, Erma Bombeck on ABC-TV's "GOOD MORNING AMERICA", you've already seen our work!

We originally produced "WHAT DO I DO IN THAT INTERVIEW" for Arizona Tech, a private engineering institution located in Phoenix, Arizona. They needed a tool to help prepare their students in interviewing techniques but unfortunately, there was nothing on the market to meet their needs. The script was written by John Armstrong Marshall, a California educator who has done extensive "left/right" brain research. However, because the budget needed to produce the film was too expensive for one school and because of the potential market, the tape was made for mass distribution.

To date we have sold hundreds of copies at the original price of $995.00. Six months ago the price was reduced to $495.00 so that smaller institutions could take advantage of this unique, informative and enlightening message.

Today it is in use at such institutions as:

THE JOBS FOR AMERICA'S GRADUATES PROGRAM - NATIONALLY
BOSTON UNIVERSITY
THE STATE OF ARIZONA - JAGS PROGRAM
THE NATIONAL INSTITUTE OF TECHNOLOGY
NORTH DAKOTA'S JOB SERVICES
THE STATE OF NEW HAMPSHIRE
THE UNIVERSITY OF NEVADA

an literally scores of High Schools, Junior Colleges, and Trade and Technical Schools across America.

(Show Film)

Question and answer session.

Distribution of complimentary "WHAT DO I DO" material.

25 TOPIC: TECHNIQUES FOR TEACHING HANDICAPPED STUDENTS IN OI CLASSES

PRESENTER: Barbara H. Thompson, Midland, I.S.D.

Many teachers have expressed concern over not having immediate access to information that could help them to better understand the various handicapping conditions and to address their instruction to the unique needs of each learner. This presentation includes a summary of the following handicapping conditions, suggestions for teaching, modification of equipment--if needed, appraisal instruments, and suggested activities:

- Deaf/Hard of Hearing
- Mentally Retarded
- Orthopedically Impaired
- Other Health Impaired
- Seriously Emotionally Distrubed
- Specific Learning Disability
- Speech Impaired
- Visually Impaired

Suggested class activities will be presented which promotes such objectives as:

- Understanding the purpose of the course
- Learning about the importance of work, how to look for jobs, what to consider in jobs, and changes that occur in the job market

- Obtaining information about job clusters, job families, and individual jobs using the different job clusters and bulletin board ideas for each cluster
- Gaining information about decisions and how to make them
- Job information
- Questions to ask a resource person and suggestions to teacher on their use

Hopefully, participants in this session will gain a better awareness and understanding of the various handicapping conditions and gain greater insight into working with handicapped students in their classes.

Dr. Barbara H. Thompson, Counselor
Goddard Junior High School

2500 Haynes
Midland, Texas 79701

915/683-5136 (office)
915/697-6431 (home)

26 TOPIC: IMPROMPTU TEACHING TECHNIQUES

PRESENTER: Azil Tipps, Wilmer-Hutchins I.S.D.

"The best-laid schemes O' mice an' men often go awry."

Robert Burns

Little did the poet, Burns, know when he wrote Of Mice and Men that he was expressing the anguish of vocational guidance ficilitators past and present, ad infinitum. This awareness is instantaneous when one assumes the role of a guidance counselor, placement coordinator or occupational orientation teacher. Scheduled events are seldom a problem as they are in the realm of what is known to us and therefore assure us of some degree of security in how we approach our day. On the contrary, it is the unscheduled events of the day that seem to constantly put us to task.

Each of us must have had do deal with the problem of changing "game plans" at a moments notice now and then. The individual who can react extemporaneously to this paradox is the envy of everyone. He appears knowledgable of his topic and comfortable in his role as a speaker. He is both of these, however, because he has either researched, practiced and rehearsed, his presentation or he has been an expert on the subject for some time and knows how to present his views with clarity. He thinks carefully before he speaks, makes a short mental outline of his main ideas, says what he has to say, concludes and shuts up. He actually enjoys it. Its a challenge, and it allows him to be more direct, spontaneous and sensitive to feedback than any other delivery technique.

Although Webster doesn't distinguish between extemporaneous and impromptu, some authors on the subject of communication claim the words are not synonymous. They say the extemporaneous speaker spends considerable time in preparation but chooses his exact words at the time of delivery. The

impromptu speaker, on the other hand, doesn't even prepare! (We'll let the word wizards squabble over precise definitions.) The important point is this: effective extemporaneous or impromptu speaking should be our ultimate goal.

Actually, when we're not listening, sleeping, or thinking, we're spending most of our time in extemporaneous or impromptu speaking. The big difference comes when we get up in front of a group or a senior decision maker and present our ideas. Assuming you have your stuff together (a crucial assumption), the more often you speak in front of or with a group, the more self-confident you will become. High confidence and thorough knowledge of your subject are important prereguisites for extemporaneous or impromptu speaking.

27 TOPIC: PEGGING VOCATIONAL PLACEMENTS PROPERLY

PRESENTERS: Edgar L. Edmiston, Jr., Vocational Counseling and Testing Center, Houston I.S.D.
Loretta Barrett, Vocational Counseling and Testing Center, Houston I.S.D.
Jeanne Leverette, Vocational Counseling and Testing Center, Houston I.S.D.

Vocational counselors are acutely aware of the importance proper placement of students is to the success of the vocational programs and the benefits to the individual student. Various criteria for such placement are used in different districts and for different programs in the same district. Most counselors are familiar with a very useful tool for such selection - the General Aptitude Test Battery. Often, however, the counselors must sell vocational teachers and coordinators on how aptitude testing can aid them in the proper selection of students for their programs.

To accomplish the twofold goal of (1) improving vocational programs and (2) proper selection of students, a series of inservice workshops for vocational educators was led by the vocational counselors at the testing centers in the Houston Independent School District. The presentation today is a review of these workshop sessions. The information presented may be adapted to meet the needs in each individual district. The vocational assessment program was explained first to the directors and assistant directors soon after school started in the fall. Just after the spring semester started a demonstration of the GATB and explanation of the scoring and norming process was given to these directors and their assistants. These are the ones who then requested that each of the teachers or coordinators in their programs have an opportunity to understand how vocational testing of applicants for their programs can be beneficial. The first week after the end of the spring term all of the centers scheduled morning and afternoon sessions so that the teachers could have a similar workshop experience. Inservice for the Trade and Industry teachers is scheduled for the week before school starts this fall.

At the inservice the educators were introduced to the GATB in a manner similar to the way the purpose of the test is explained to the students An aptitude is defined as something that they can learn to do. The nine aptitudes that are measured are defined according to the Manual of the USES General Aptitude Test Battery, Section II: Occupational Aptitude Pattern Structure.

> G - Intelligence.-- General learning ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgements. Closely related to doing well in school. Measured by Parts 3, 4, and 6.

V - Verbal Aptitude.--The ability to understand meaning of words and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs. Measured by Part 4.

N - Numerical Aptitude.--Ability to perform arithmetic operations quickly and accurately. Measured by Parts 2 and 6.

S - Spatial Aptitude.--Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space. Measured by Part 3.

P - Form Perception.--Ability to perceive pertinent detail in objects or in pictorial or graphical material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines. Measured by Parts 5 and 7.

Q - Clerical Perception.--Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed of perception which is required in many industrial jobs even when the job does not have verbal or numerical content. Measured by Part 1.

K- Motor Coordination.--Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly. Measured by Part 8.

F - Finger Dexterity.-- Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately. Measured by Parts 11 and 12.

M - Manual Dexterity.--Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions. Measured by Parts 9 and 10.

At the inservice the educators were given a copy of the profile sheet that is given to the students when the results of their tests are explained to them in relation to their interests and aptitudes. At that time recommendations are made to the students for the various laboratory and cooperative training programs in their home schools or one of the magnet schools. A more in-depth explanation of the procedure used to arrive at the occupational aptitude patterns of the various worker trait groups was given at the inservice. The OAP's and the WTG's from the manual were related to job descriptions in the Dictionary of Occupational Titles. Cross references for in-depth research were made to other books from the U. S. Department of Labor such as the Guide for Occupational Exploration, the Occupational Outlook Handbook as well as other books from private publishers. In addition to explaining the student profile sheet, the report forms that are sent to the vocational counselors in the schools were distributed and explained at the inservice.

The vocational counselors at the centers are a service group to supplement information the school counselor and teacher may have about the student from school records, work experience reports, records of standardized testing done in the schools, medical records, and from interviews with the student. The work of the testing center counselors provide an additional and important tool to help strengthen the various vocational programs by "pegging vocational placements properly."

28 TOPIC: HOW TO DEVELOP A CAREER DAY

PRESENTER: Linda Martin, Keller I.S.D.

The Keller Independent School District is basically a small suburban school district which lies north of the Dallas-Fort Worth metroplex. Because of its geographical location, career awareness of the actual employment opportunities within the immediate area is a key factor which must be investigated by secondary students. This information is necessary so that our students will be adequately prepared to make intelligent decisions about their future beyond the secondary level. One activity that assists in providing career information is the development of a high school career day. Keller ISD had developed a successful format which with minor modification can be utilized by both large and small high schools. The following outline describes the planning steps for a career day program.

STEP ONE

CONTRACT SPEAKERS

		Time Sequence
1.	Initial Call/Commitment	2½ months prior
2.	Follow-Up Letter	2½ months prior
3.	Format Letter	3 weeks prior
4.	Confirming Telephone Call	1 week prior

STEP TWO

STUDENT REGISTRATION

Get Assistance From Student Group!!!

1.	Complete Student Registration Forms	2 months prior
2.	Register Students In 1st Period Class	2 months prior
3.	Calculate Total Requests For Each Career	2 months prior
4.	Have Your Student Group Register Each Student Attending Career Day	6 weeks prior

a. Tally Each Session To Keep Even Numbers In Each Career Session

b. Keep Career Schedules By 1st Period Teacher

STEP THREE

IMPLEMENTATION

1.	Design A Master Schedule For Teacher/Classroom Assignments To Cover Each Career Session	1 month prior
2.	Reserve Necessary Rooms/Equipment	3 weeks prior
3.	Arrange For A Student Group To Act As Host/Hostess	3 weeks prior
4.	Have Student Group Make Career Signs For Each Session To Be Placed Over The Door	3 weeks prior
5.	Make Guest Name Tags (With Room#)	1 week prior
6.	Place Publicity Article In Newspaper	1 week prior
7.	Send Letters Of Invitiation To School Board And Administrators	1 week prior

30 TOPIC: RECRUITMENT OF STUDENTS--A COUNSELOR FUNCTION

PRESENTER: Brookie Pitcock, Humble I.S.D.

The format of the presentation was designed to be a very informal sharing of ideas. I tried to present ideas and procedures which have been successful for me in the six years I have served as a Vocational Counselor. I initially went into the importance of establishing a time line for recruiting and then emphasized the fact that recruiting is a year round, on going process; pointing out that certain times are more important than others but that everyday is important for a successful recruiting program. I explained how I believed that everyone should take an active role in the recruiting process; the vocational counselor, the teachers, the students currently enrolled in the various vocational programs, the vocational supervisor and everyone who may come in contact with prospective vocational students. I tried to emphasize the importance of good Public Relations with the overall student body, the academic teachers and counselors, the school staff, and the community in general in establishing a successful recruiting program and in having a good overall vocational program. I discussed various projects and procedures which I have used in the past: using bulletin boards to display vocational information, using posters to present vocational students at work on their jobs or on projects in their vocational classes, having write-ups of vocational students in local newspapers or news letters, having speakers come to school and talking with the vocational students, planning field trips for the vocational students, having the vocational counselor visit the academic classrooms and presenting programs about the various vocational classes, having the vocational students visit the academic classrooms and present programs on the various vocational programs, having the freshman, sophomore, and junior academic students visit the vocational classrooms and any number of methods that may be used to obtain recognition for the vocational programs.

I went into the importance of having current brochures which could be given to students explaining what the various vocational programs were like and discussed the various forms I used to gain information about prospective students. I explained the procedure I used to get this information to prospective students: such as visiting the classes which all sophomores and juniors are required to take (English for example). I explained how I passed out a vocational selection sheet to all juniors and sophomores and had them indicate which vocational program interested them---I also included a choice where they could indicate that they were not interested in a vocational class.

After the vocational selection sheets were returned to me I met with all the students who indicated an interest in a particular vocational program, At this time I answered questions about the program and gave the students an application for that program. The application was to be completed in duplicate and returned to me and

then I would forward the duplicate copy to the vocational teacher of that program. The teacher would then interview the student and if the teacher did not want to accept the student in the program they met with me and we discussed the student and then agreed to accept the student, or reject the student. If we rejected the student I would meet with the student and explain why he was not accepted in his first vocational choice and explore the possibilities of the student making a second choice and then forward the students application to that teacher and go through the same procedure.

After I explained the procedure that I used in recruiting students I tried to guide the audience into a sharing period where everyone in attendance could discuss the methods and procedures they used. This way everyone had a chance to see what was being used throughout the state and possibly gain some new ideas that could be used in recruiting students. I felt that by guiding the interaction between those in attendance and controlling the interactions that a number of different ideas could be presented and those in attendance would feel as though more had been gained than if just one person were to explain how they went about recruiting. I tried to get those in attendance to look at what they were doing and examine why they were successful or to see where they could make changes so they would be successful. I went into the presentation with the philosophy that there is no one way that is right or wrong when it comes to recruiting students. The only right way to recruit students is the way that works for that particular counselor in that particular school. One year one technique may be successful and the next year something entirely different may have to be tried. I do feel that the more ideas that a counselor has to draw from the more successful their recruiting will be.

I believe the strongest point of the presentation was in the audience participation and as a whole this was the method I intended to employ when I agreed to do the presentation. I feel that the majority of those who attended the presentation went away feeling they had gained valuable insight in how to improve their recruiting program.

31 TOPIC: RECRUITMENT AND PLACEMENT OF DISADVANTAGED AND HANDICAPPED STUDENTS

PRESENTER: Gene Reneau, Region XVI Educational Service Center

The Disadvantaged and handicapped student is exposed to vocational programs along with other 8th, 9th and 10th rade students when the vocational counselor and instructors present a program outlining the various program areas and requirements for each. It is then up to the student to sign up and start the necessary application process. With the disadvantaged student, Levels I and II, possibly III, are followed and waits for the decision of the vocational counselor. However with the handicapped student the decision is made by the ARD committee based upon information from Levels I andII possibly III.

In preparing for placement three Levels are used. In vocational assessment the special education, resource, and regular education teachers can provide mush of the information from their files. In the initial stage, Level I, the following information is collected and assessed:

1. Adaptability

   a. physical, socialogical, and emothinal behavior
   b. academic, devilopment and/or behavior performance
   c. educational needs and vocational competencies

2. Informal interview to obtain student interest in vocational education.

3. Informal conferences with the student and parents.

4. Information from the pre-vocational teacher.

5. Aptitude, achievement. abilities information.

6. Cumulative records.

In Level II minium information taken from two kinds of data

(1) a vocational interest inventory and (2) a vocational aptitude test is used in considering placement. The student may or may not participate in "trial areas" in vocational classes.

If during an ARD or the vocational counselor feels the first two levels provide enough information then the last phase, Level III, is not necessary. However if it is used it may include all or part of the following:

1. review and/or update of medical, psychological, educational, and social information data.
2. use of vocational instruments to assess more formally
3. work samples
4. exploratory vocational course tryout
5. observations of work behavior

When the decision is reached placement of the student may be in one of the following programs:

1. regular vocational classes
2. regular vocational classes with support
3. Coordinated Vocational Academic Education (CVAE)
4. Vocational Education for the Handicapped
5. Vocational Adjustment Class (VAC)
6. Work site

or other instructional setting approved by the Texas Education Agency.

32 TOPIC: PLACING THE HANDICAPPED IN TODAY'S JOB MARKET

PRESENTER: Lu Taylor, Dallas I.S.D.

According to some authorities in the field of special education, as well as vocational education, 87 per cent of mildly retarded adults are employable. This figure is four per cent below that of the general male population. Employability of physically handicapped persons is about the same as for non-physically handicapped individuals when the employment site meets Section 504 guidelines. Section 504 mandates that public restrooms accomodate persons in wheel chairs, that there be drinking fountains on their level, that public telephones be accessible, that elevator operations also be written in braille, and that many other modifications be made making public buildings barrier free.

Richardson (1971) stated that a mildly retarded male who entered the work force at age eighteen in 1968 could expect lifetime earnings of more than one-half million dollars, assuming at 2.5 per cent growth rate and expressed in terms of 1968 prices. This person can earn five to nine times what it cost to train him for employment and community living. The retarded worker becomes a tax payer, a consumer, and most importantly a productive member of society.

Assuming that the goal of education is to help all students become independent contributing members of a community, then surely, the goal of vocational education is to aid all students in developing their employability and to provide job placement services, utilizing their employability. Assuming that the goal of the industrial community is production and the enhancement of consumerism, then surely , a match can be made between the handicapped worker and industrial production.

It has been established that handicapped employees are dependable, productive workers. The problems encountered in placing the handicapped on jobs are not the handicapping conditions, but are ramifications of those conditions. Having an IQ of 65 is not the problem. Rolling around in a wheelchair is not the problem. Being deaf is not the problem. The problem is employer resistance toward hiring handicapped persons. The problem is parental attitudes toward their handicapped youth working. The problem is transportation. The problem is that most handicapped persons have not developed an appropriate work personality. Although there are many employers who would be interested in hiring the handicapped, most industrial heads are not willing to do so. The most probable reason for this unwillingness to hire handicapped persons is that the industrial community has not been adequately educated to do so. When the employer is program-oriented rather than product-oriented, that employer can experience a certain amount of failure with a handicapped worker and not feel that the entire program has failed (Payne, Polloway, Smith, and Payne, 1981). On the other hand, when the employer does not understand the characteristics of the handicapped worker, the failure of one worker may mean the failure of that entire program for hiring the handicapped.

Many parents encourage their children to enroll in vocational programs; yet, they are reluctant to agree to their child's actual working on the job. It is understandable that parents do not want their handicapped youngsters working past 5:00 p.m.; however, many jobs require a later work schedule. A job may also mean the loss or reduction of AFDC monies. It is also understandable that these Federal monies offer more security to the recipients than a job is likely to afford. Parents of handicapped youth, as well as educators, tend to be over protective of their handicapped children. The focus of those concerned with the employability of handicapped youth is upon what they cannot do rather than upon what they can do.

Because most handicapped persons cannot drive, getting to and from work is a

major problem. In most families, one or both parents work, making transportation of their child to work unfeasible. In metropolitan centers, use of public transportation is often prohibitive to employment. Public transportation schedules may not coincide with the employee's work schedule. In many instances, employment sites are not even served by public transportation routes. Getting to and from work in rural areas is an even greater problem for the handicapped worker.

The development of an appropriate work personality is critical to the employability of handicapped persons. There are endless lists of characteristics of an appropriate work personality. However, the characteristics listed are often too general to be of real help in evaluating the employee. The language of the evaluation form amy have a different meaning to the employee than to the employer. Most employers and employees agree that punctuality is a definite worker asset. However, most evaluation sheets note only the times the worker was tardy -- not the instances when the employee was on time or early to work. The ability to get along with coworkers and/or supervisors is certainly an appropriate personality characteristic. The important point to consider, however, is the behaviors the employee exhibits while working the the supervisors and coworkers. Specific behaviors and communication of these behaviors may not always be the same.

There is no "cookbook" approach for alleviating the above problems. There are some methods, however, toward making job placement of the handicapped much more effective.

Employer resistance toward hiring the handicapped may be minimized in several ways. When involving employers in a vocational program, the job placement person should act as educator and counselor for the employer. By helping the employer become program-oriented, the success rate of the employee is more likely to increase. Job fairs are excellent means for bringing handicapped workers and employers together. Employers have the opportunity to talk with

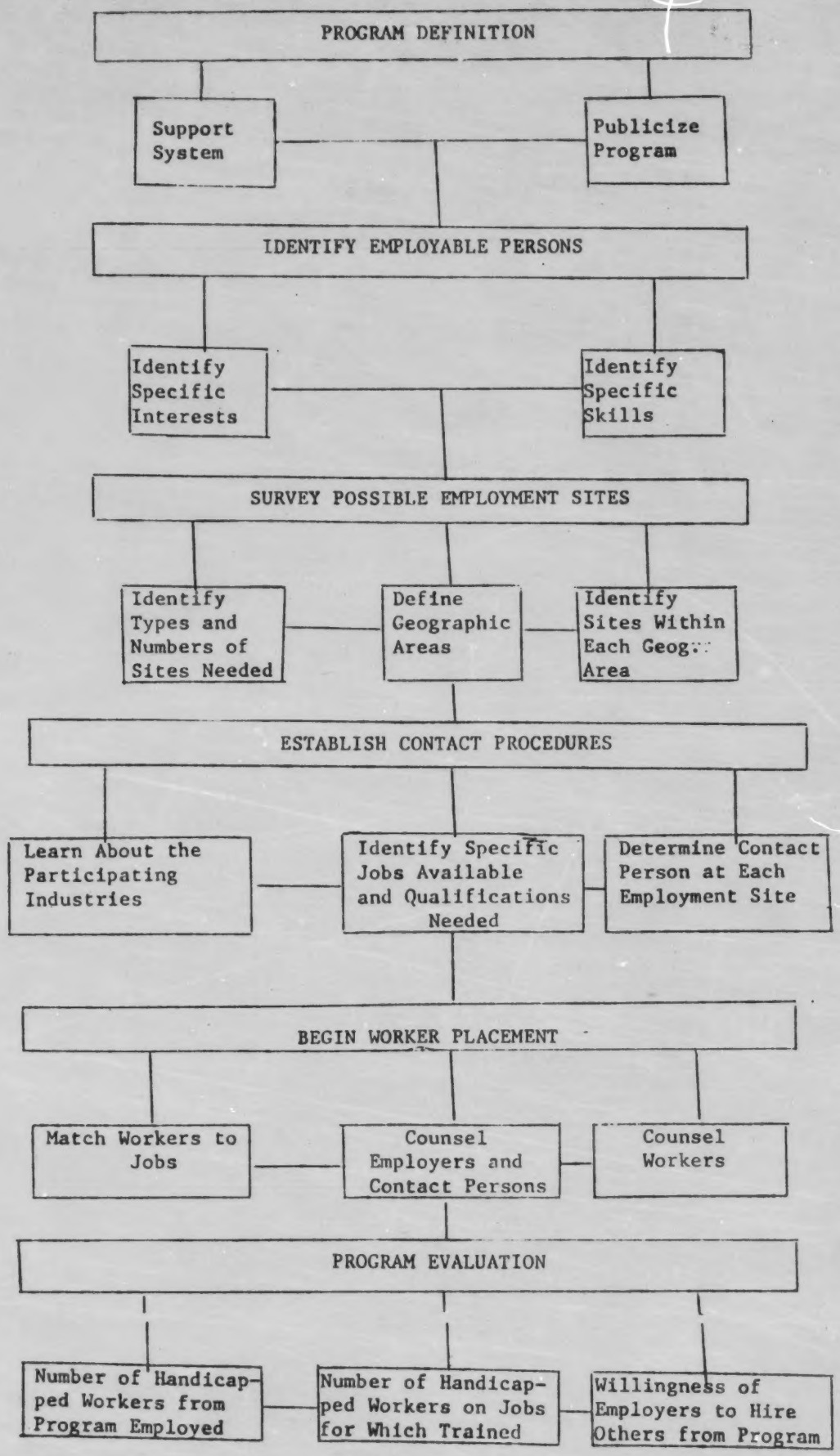
each other about their successes as wells as the problems they have experienced when hiring handicapped persons. Employers also have the opportunity to talk with the prospective employees and their teachers or trainers. The job placement specialist should always try to place the most likely to succeed worker first and work closely with the employer to ensure that worker's success. The job placement person can show the employer ways of observing the employee, of modifying the worker's behavior,and of forming more realistic goals for the employee.

The job-placement person should act as educator and counselor to the parents of handicapped workers. Many parents do not display positive worker behaviors, and therefore, do not serve as appropriate models for their children. Job-placement persons can organize and conduct parent groups, even if the groups must be in different neighborhoods. By thoroughly explaining the immediate benefits, as well as the long term advantages to parents, parental attitudes may be modified.

The job-placement person must teach the handicapped to use public transportation and design alternate methods for getting to and from the work site. Some civic groups can be persuaded to provide travel for handicapped workers, Careful scheduling can sometimes prevent transportation problems. A support system is invaluable for helping students get to the job site.

Work adjustment programs are vital to the employability of handicapped persons. There is a wealth of methods and materials available for teaching students to listen and follow directions. There are methods and materials available for teaching workers how to accept criticism. An appropriate work personality does not simply evolve. Instead, an appropriate work personality must be taught and learned. Perhaps work adjustment programs should be initiated at the elementary school level. Because of the complexity of the work variables, it is difficult to communicate specific behavior which constitutes a personality factor. Behaviors must be observed, recorded, and analyzed before making generalizations

about the worker's personality. Statements such as, "He is lazy." must be based upon specific behaviors before they are valid statements. In order to be effective in placing handicapped persons on jobs in today's job market, the job-placement person must be a total optimist, must have a thorough understanding of handicapped persons and be able to communicate their strengths and weaknesses to employers, and have a terrific sense of humor.


PROGRAM DEFINITION
Support System
Publicize Program
IDENTIFY EMPLOYABLE PERSONS
Identify Specific Interests
Identify Specific Skills
SURVEY POSSIBLE EMPLOYMENT SITES
Identify Types and Numbers of Sites Needed
Define Geographic Areas
Identify Sites Within Each Geog. Area
ESTABLISH CONTACT PROCEDURES
Learn About the Participating Industries
Identify Specific Jobs Available and Qualifications Needed
Determine Contact Person at Each Employment Site
BEGIN WORKER PLACEMENT
Match Workers to Jobs
Counsel Employers and Contact Persons
Counsel Workers
PROGRAM EVALUATION
Number of Handicapped Workers from Program Employed
Number of Handicapped Workers on Jobs for Which Trained
Willingness of Employers to Hire Others from Program

PRESENTERS: Carolyn Smith, Fort Worth I.S.D.
Tim Mayfield, Fort Worth I.S.D.

Example

SURVEY COVER LETTER

Dear High School Senior:

Students, teachers, counselors, and administrators in our school are working together to improve the Occupational Orientation Investigation program to better meet the needs of students. To do this, it is important that we know your opinion of how well you were prepared for high school and the world of work.

Please complete the following questionnaire to help us identify ways to improve the Occupational Orientation Investigation program. Let me assure of the confidentiality of your responses. We hope that you will take this opportunity to help the present and future students enrolled in Occupational Orientation Investigation.

On behalf of those students and our teachers, counselors, and administrators, I want to thank you in advance for completing the questionnaire. The information you provide will undoubtedly be helpful as we work to improve our program.

Sincerely,

Occupational Investigation Teacher

FOUR YEAR FOLLOW-UP SURVEY

FOR

OCCUPATIONAL ORIENTATION INVESTIGATION

(HIGH SCHOOL SENIORS)

1. What are your plans following graduation?

_____ EMPLOYMENT, FULL TIME

_____ EMPLOYMENT, PARTTIME

_____ COLLEGE, 4 YEARS

_____ COLLEGE, 2 YEARS

_____ MILITARY

_____ VOCATIONAL/TECHNICAL SCHOOL

_____ APPRENTICESHIP

_____ OTHER _____

2. What is your planned occupational choice or planned area of study in post-secondary education or training?

_____

In the column, circle the number which best answers each of the following questions.

4 - To a large degree
3 - To a moderate degree
2 - To a slight degree
1 - Not at all

3.	Did Occupational Orientation Investigation help you develop a positive attitude toward self?	4 3 2 1
4.	Did Occupational Orientation Investigation improve your ability to get along with others?	4 3 2 1
5.	Did Occupational Orientation Investigation help you in recognizing your abilities and limitations?	4 3 2 1
6.	Did Occupational Orientation Investigation help you relate your interests, values, and aptitudes to career choice?	4 3 2 1
7.	Did Occupational Orientation Investigation make you aware of how to look for a job?	4 3 2 1
8.	Did Occupational Orientation Investigation help you develop skills in applying and interviewing for a job?	4 3 2 1

9. Did Occupational Orientation Investigation help you recognize qualities that contribute to being successful on the job? 4 3 2 1

10. Did Occupational Orientation Investigation help you understand the basic principles of our economic system? 4 3 2 1

11. Did Occupational Orientation Investigation make you aware of career areas not previously considered? 4 3 2 1

12. Did Occupational Orientation Investigation help you recognize job responsibilities of various occupations? 4 3 2 1

13. Did Occupational Orientation Investigation help you make a tentative career choice? 4 3 2 1

14. Did Occupational Orientation Investigation help you learn to use standard job reference materials (Occupational Outlook Handbook, Dictionary of Occupational Titles, etc.)? 4 3 2 1

15. Did Occupational Orientation Investigation help you understand the steps in decision-making? 4 3 2 1

16. Did Occupational Orientation Investigation help you recognize the importance of goal setting? 4 3 2 1

17. Do you feel Occupational Orientation Investigation was a worthwhile program in preparing you for high school? 4 3 2 1

18. Did Occupational Orientation Investigation help you in your high school course selections? 4 3 2 1

19. As a high school senior, do you feel Occupational Orientation Investigation should be required for all eighth graders? 4 3 2 1

20. Please give your suggestions for improvement for the Occupational Orientation Investigation program.

_____

_____

_____

_____

_____

Developed by:
Tim Mayfield - White Settlement Independent School District
Carolyn Smith - Fort Worth Independent School District

34 TOPIC: RESEARCH AS A COUNSELOR FUNCTION

PRESENTER: Roy S. Gabryl, North East I.S.D.

The main theme of the presentation revolves about a need for each vocational counselor to have specific knowledge involving the uniqueness of their educational and vocational community. To obtain this information, research needs to be attemped to get the answers to questions a counselor might have in the total guidance realm. Research does not need to be technical or comprehensive since most educators and/or community patrons would prefer a simple picture which could include, at most, short summaries and easy to read charts or graphs.

This approach to this level of research then should not frighten the individual from attempting statistical research or status surveys that fall in the reach of individual capabilities and concern.

Areas of Research concern will be discussed using the suggested guidelines for vocational counselor functioning and the evaluation criterias of the Texas Education Agency as presented in the "Guide for Public Schools in Planning Programs of Occupational Education for In-School Students."

Additionally, samples of completed research for the North East ISD will be available in overhead transparencies and as individual hand-outs.

A short discussion of what specific questions were answered will be made for selected and more detailed studies.

The concluding comments will emphasize the fact that information gained through individual research will (or should) enhance the expert tag of the vocational counselor as well as provide important data or statistics that will improve the quality of guidance services

RESEARCH AS A COUNSELOR FUNCTION

Let me put you at ease--

I am not going to talk about the technical aspects of research. The Mann-Whitney U Test, Confidence Limits, Correlation Coefficient, Phi Coefficient, or the Chi Square Test are not to be mentioned again in this presentation.

First of all, I am not a researcher analyst nor is my background in research any more extensive than yours. What I will be dealing with is percentages and averages as well as numerical data and totals with projections based on data gathered in response to particular concerns. My major effort in research involves primarily status surveys--where are we, right know, with regards to the aims and objectives of the particular guidance activity or program being considered. Additionally, I have accomplished some historical studies that I found useful in public relations.

My research then, is not complicated and I find that it is more acceptable to the administrators. It has a much better chance of being read and assimilated. What I attempt to do is to reduce the raw data to short summaries, statistical chart (always with percentages) and graphs together with comments, observations, and implications. I use the results of this research to develop handouts/brochures that will aid in easing or eliminating the problem.

The purpose of this presentation is to encourage all vocational counselors to consider accomplishing research on a yearly basis. If we are to be accepted by the staff and administration as experts in the areas of vocational and career guidance, it then becomes necessary that we have information and statistics that justify this expert tag. It is not

sufficient that we only parrot information accumulated via ordinary channels but that we gather data that is peculiar to our immediate community and indicative of the needs and concerns of our students.

Each community feels that it is unique and generally takes some pride in that uniqueness. They will therefore be more receptive of data and subsequent projections or recommendations if that data is a reflection of that community.

One additional reason I believe that vocational counselors need to justify the expert tag is the generally negative image the community has of the public school counselors. Are we, as vocational counselors "doing the job expected of us?" and "How well are we doing this job?" I maintain that if we get involved in research, we can answer these questions for ourselves and hopefully satisfy the expectations of our administrations and patrons.

I'm hoping that you will agree with me that the basic functioning of a vocational counselor follows those tasks outlined in the TEA guidelines--as indicated in the hand-out. (Hand-out attached)

Let me go over these functions quickly and point out some research possibilities:

1. The key word here is effective--To what degree have our efforts been effective--can we improve on techniques or procedures used?

2. What quantity and quality of our assistance contributed to the students realistic consideration of a career choice?

3. Can we show that students enrolling in Voc. Educ. are enrolled because of our efforts?

4. What kind of orientation programs are successful?

5. What is the general demand and what kinds of workers does the local community need?

6. What are the counseling needs of students and what is the best delivery system?

7. Can we develop a better follow-up instrument to get the responses we need?

8. Is there a need for adult guidance programs in your community? What about the school drop-out?

9. Are your efforts in feeder schools worthwhile?

Whether or not we accept the role as outlined in the guidelines, we are most certainly expected to accomplish them by our administration as well as by the students and their parents. If we are to be accountable we must develop methods wherein we can evaluate the effectiveness of our functioning. Even if we accomplish each function and performed most effectively, the results are not easily recognizable unless we back it up with facts and figures--individual research.

We need to do a selling job. If a particular vocational program is a success, the teacher is applauded and rightly so--but if a program is less successful, the counselor is faulted for not providing the quantity or quality of student. We need to have supportive data and statistics, not to place blame, but to have information from which changes could be made for the ultimate benefit of the student.

Research as a Counselor Function

Just to have information on any aspect of vocational guidance peculiar to your district or school, in my opinion, is sufficient reason for doing research. Not only are you more knowledgeable--the public relation aspect of this research will upgrade your expert image. However, the primary reason we should do research is for us to do a better job in providing for the needs of our students.

I have previously indicated some possible areas of research when we covered the counselor functioning. However, the primary areas of research concern should come from the individual schools or districts responsibilities as indicated in the "Guide for Public Schools in Planning Programs of Occupational Education for In-School Students." This listing of the evaluative criterias is on the hand-out. I added comments indicating possible research in the hand-out and therefore will not take the time to repeat.

Basically, it is up to each individual counselor to determine what kind of information is needed, then develop your instrument or procedure to accomplish that research.

I'm guessing that you are asking yourself what did he do? What were his successes? and was it worthwhile? I plan to tell you and make available to you some of the research and results of my research that I have attempted. As to how successful I have been is left to others to judge. I can tell you this, I have a pretty good feeling about what I accomplished and I am not reluctant in using this information. The good feeling comes when your administration looks to you for supportive materials and comments at staff meetins, advisory board meetings, and school board meetings.

I now would like to show you some of my research and some of the other things I developed as a result of my research.

RESEARCH ACTIVITIES

1. Survey of graduates of a 2A school regarding entire school program (including guidance services).

2. Career Education Surveys - students needs and teacher support.

3. Study of the academic potential of ICT students as compared to non-vocational students.

4. Program evaluation of a pilot program in Transportation Technology.

5. Five year follow-up studies (5 separate surveys)

6. Historical survey of vocational enrollments and vocational program growth.

7. Survey of students and parents of new high school to determine what vocational training programs would be acceptable.

8. Comparison study of grades earned in a Data Processing class to aptitude scores.

9. Survey of vocational teacher needs regarding working with the handicapped student.

10. Survey of Special Education students in Vocational Education.

11. Development of vocational enrollment trends and projections.

12. Summary of VEDS data for public relations.

13. Program Evaluations in Occupational Investigation and Occupational Exploration programs.

Research Activities

14. Study of students attitudes towards choosing career and work as a result of being enrolled in an Occupational Investigation class. (Pre-test and Post-test)

15. Chronology of the development of vocational education in the district.

16. Developed vocational education manual for academic senior and junior high school counselors.

17. Surveyed district vocational counselors to obtain a consensus as to what vocational student recruitment strategies were more effective.

18. Surveyed vocational students to determine motivational factors towards vocational program enrollment.

19. Study of ARD process and vocational program placement of handicapped students. This study provided a basis for development of a procedures and process manual for all district personnel.

20. Developed handy aids in equating aptitudes that relate to specific careers and available vocational training programs.

21. Developed a manual for job seekers as part of Youth Employment Service.

FUNCTIONS OF VOCATIONAL COUNSELORS
(reproduced from Annual Plan)

1. Shall work with administrators, teachers, employers, and other counselors for effective dissemination of occupational information to students.

2. The selection, administration, and interpretation of test instruments used in assisting students in making career choices shall be the responsibility of the vocational counselor.

3. Shall be responsible for the identification of students who may benefit by enrolling in vocational education.

4. Shall work with administrators, counselors, and vocational teachers in providing for orientation of students relating to vocational offerings of the school.

5. Shall provide a job placement program assisted by vocational teachers for students completing occupational courses.

6. Shall assist in individual vocational counseling of students.

7. Shall assist with follow-up studies of former vocational students, graduates, and dropouts with the intention of improving services to current students and of continuing services to former students shall be directed by the vocational counselor.

8. Will develop, when appropriate, a vocational guidance program for adults who may enroll in adult vocational programs conducted by the school.

9. Will work with "feeder" schools regularly to explain vocational programs to prospective students.

ACCOUNTABILITY - RESEARCH

Schools are required to evaluate the effectiveness and quality of each program being conducted and to make revisions and improvements as needed. (This is accountability - and statistical research is a good tool to use)

Criteria

1. Relevance of priority areas in Occupational Education as specified in the long range program and to Voc. Educ. programs, services, and activities described in the annual plan.
   (Is the Voc. Counselor functioning relevant to the aims of Vocational Education?)

2. Impact of programs on local and/or state job opportunities and manpower needs.
   (Are our graduates meeting the needs of the community - or are we conducting programs just to have some place to put youngsters?)

3. The degree to which the needs are being met in all population groups on all levels, in all geographic areas, in all communities with special emphasis on the disadvantaged, handicapped, unemployed youth and school drop-outs.
   (Good area for a number of research projects)

4. Impact of programs on Vocational Education needs.
   (Have programs been instituted for the right reasons - popular with younsters or legitimate aims)

5. Impact of programs on new and emerging manpower needs and job opportunities.
   (Possible area of research that could lead to innovative programs)

6. Adequacy of facilities for the operation of the program.
   (Research possibility for upgrading or for the elimination of programs)

7. Maintaining appropriate records (fiscal-follow-up) and supportive documents..
   (Provides info that could sell the effectiveness of programs)

8. Reasonableness of cost in relation to accomplishments.
   (Excellent opportunity for research and subsequent public relations)

9. Ratio of student objectives and occupational placement.
   (Prime area of Voc. Counselor functioning - information vital to effective voc. counseling)

35 TOPIC: INCREASING THE SELF-CONCEPTS OF DISADVANTAGED AND HANDICAPPED STUDENTS

PRESENTER: Randy James, Birdville I.S.D.

A recent television series "Welcome Back Kotter" was based on the antics of a group of educationally disadvantaged students. This situation-comedy provided many laughs as the "sweathogs" tried to manipulate the system. Another situation-comedy "Different Strokes" has a handicapped individual as one of its cast.

For years, the educationally disadvantaged and handicapped students were ignored by the educational system. Due to Public Law 94-142, handicapped individuals are finally being accepted and recognized as one of the main groups comprising the school population.

One of the characteristics of the educationally disadvantaged and handicapped students is a low self-concept. The way that an individual feels about himself determines his acheivement motivation. Bernadette M. Gadzella and Glenn P. Fournet found that self-concept is a better determinant for educational success than is intelligence. Research in general indicates that students who view themselves as failures in school work, tend to remain failures in school. The best ally for a low self-concept is itself--it is self perpetuating.

The school can be a strong force in the formation or change of the self-concept of individuals. An individual's self-concept can be modified or changed in certain social interactions in the school setting. A student who is not placed in the correct educational program cannot develop a positive self-concept toward educational tasks, because he is not able to succeed. Success in academic endeavors is vital toward enhancing self-concept.

Activities that may aid in enhancing self-concept of educationally disadvantaged and handicapped students in school include:

1. Proper program placement- through the ARD committee where applicable;

2. Role modeling in vocational and academic classes;

3. Active counseling services (sympathetic/empathetic);

4. Tutoring in remedial education where needed;

5. Group personal problem discussions;

6. Guest speakers from mental health clinics, businessmen who hire the handicapped, etc.

7. Handicapped days in the school--where others feel what it is like to be handicapped.

8. Commercial films, games, books, etc. on self-concept enhancement

The school is a vital factor in assisting the educationally disadvantaged and handicapped students overcome the stigma of their physical or mental handicap. These individuals have the right to an educational environment that will help prepare them to become productive members of the community. To do this, the schools need to spend time and money to help the educationally disadvantaged and handicapped student acquire a positive feeling of self-worth.

RESOURCE GUIDE FOR SELF-CONCEPT MATERIALS

1. Cole Supply
   P.O. Box 1717
   Pasadena, TX 77501
   (713) 944-2345

   a. Interpersonal Life Skills Multimedia Program (SC222)
   A multimedia program designed to help students develop the interpersonal skills needed to get along at home and on the job. $475.00--14 cassette-filmstrips, activity books, and posters.

   b. Taking Charge of Your Life Involvement Kit (AG286)
   Outlines a practical method for students to build self-confidence. $12.50--work book and duplicating masters.

   c. How Do I See Myself? Multimedia Kit (BU260)
   Dramatizations of teenage experiences help students examine self-image and recognize influences that affect self-concepts $89.00--2 cassette-filmstrips.

   d. Going Places with Your Personality (FE3496)
   Workbook designed to help students develop positive interpersonal habits. $21.00--10 student workbooks.

   e. Developing Self-Respect (BU234)
   Multimedia kit designed to teach students the importance of seeing themselves as they really are. $89.00--2 cassette-filmstrips.

   f. Me and Others Multimedia Program (EG330)
   Emphasizes acquisition of skills which help students become sensitive to the emotions of others and themselves. $129.00--2 filmstirps, 3 cassettes, 24 activity books.

g. Roll-a-Role Game (UG1215)
Have students role-play different situations to depict handicapping conditions and other real-life situations. $14.95.

h. Person-to-Person Interaction Kit (ZL59)
2-person, role-playing system to help build communication skills between people. $14.95

i. The Ungame (UG1200)
Noncompetitive game designed to teach students how to communicate their feelings and increase awareness of others and themselves. $12.50.

2. Jalmar Press
45 Hitching Post Drive, BLDG. 22JS
Rolling Hills Estates, CA 90274
(213) 539-6430

a. Social Acceptance: Key to Mainstreaming by Lynn Fox and Ida Malian.
Book with activities designed to help teachers become good role models for the understanding and acceptance of self and others. $5.95.

b. Unlocking Doors to Friendship by Lynn Fox and Francine Weaver
Book giving ideas to improve self-concepts and enhance social interactions. $12.95.

c. Communications to Make Friends by Lynn Fox
Book focusing on changing young people's attitudes toward the handicapped, minority, withdrawn, or gifted student. $9.95.

d. Handicapped...How Does It Feel? by Gregory LaMore
Book written to allow the young reader to gain a clearer understanding of physical disabilities. $7.95.

e. Handicapped...How Does It Feel? Activity Books by Lynn Fox
Activity packet consisting of specail learning activities t
understand handicapping conditions. $5.95/set of 6 for
elementary and secondary students.

3. Prentice-Hall Media
Serv Code XF
150 White Plains Road
Tarrytown, NY 10591

a. Personal Management and Grooming (XFC915)
Discusses how individuals' feelings about their self-image
may be reflected in the way that they handle grooming.
$99.00--3 cassette-filmstrips.

4. Social Studies School Service
10,000 Culver Boulevard, Dept. G2
P.O. Box 802
Culver City, CA 90230

a. Auction: Self-Awareness (CRL051-G2)
Simulated auction-game for 15 players. $19.95.

b. How to Raise Teenagers' Self-Esteem (ENR100-G2)
Handbook helping parents and teachers to raise self-concept
$3.95.

c. How to Raise Children's Self-Esteem (ENR102-G2)
Handbook outlining four conditions necessary for healthy
self-esteem development. $3.95.

d. Am I Worthwhile? Identity and Self-Image (CFH105-G2)
Filmstrips encouraging the development of a positive self-
image. $149.50--4 cassette-filmstrips.

e. Your Future: A Guide for the Handicapped Teenager by Norman Feingold and Norma Miller (RRP101-51)
Book designed to show the handicapped individual how to plan for his future. $7.97.

B.L. Winch and Associates
45 Hitching Post Dr., Bldg. 21B
Rolling Hills Estates, CA 90274

a. Overcoming Handicaps (MS-03)
Multimedia kit designed to help the mainstreamed student deal with everyday problems and give them positive perspectives of their futures. $79.20--4 cassette-filmstrips.

b. Developing Self-Confidence (SLT-1008)
Program encouraging the improvements of self-confidence. $79.20--4 cassette-filmstrips.

c. 100 Ways to Enhance Self-Concept in the Classroom by J. Canfield and C. Wells (SC-70)
Book giving 100 techniques for building self-concepts of students. $15.95.

36 TOPIC: EFFECTIVE USE OF ADVISORY COMMITTEES

PRESENTERS: Sylvia Anderson, Weatherford I.S.D.
Lourene Pigg, DeSoto I.S.D.
Cecil Denison, Denton I.S.D.

A Job Placement Advisory Committee is a group of employers and employees from outside the field of education who advise educators on the establishment and maintenance of the Job Placement Program. Placement advisory committee members may be selected from private business owners, personnel offices, the Texas Employment Commission, private employment agencies, chambers of commerce, and local business people.

The purpose of the advisory committee is to provide a link between the community and school for the purpose of maintaining and improving the job placement program to better equip students with skills needed to become useful and productive citizens. Advisory means HELP and ASSIST rather than administer, establish, or direct policy. The school may evaluate and accept or reject any recommendations made by the advisory committee.

The Job Placement Coordinator should make arrangements for a meeting time and place convenient to advisory committee members. A breakfast meeting may serve the best interests of one school district, while a luncheon meeting may work best in others. At the first meeting, a chairperson and a secretary should be elected. The number of meetings should be determined locally, with at least one meeting held each quarter. An agenda should be prepared and distributed to members in advance of the meetings. Minutes should be taken at each meeting, with copies disseminated to members and filed in the administrative offices, and made available to the administration and policy board. A brief annual report should be made to the secondary policy board stressing recommendations for improving the job placement program. In many schools, the annual report is provided for the Vocational Director, who, in turn, presents this information to the Board.

A news release should be prepared for the local newspaper with a picture regarding each committee member.

The functions of the advisory committee are: (1) to perform public relations activities. The members can aid in promoting awareness of the job placement program through news releases, radio, or television. They may provide speakers to address civic groups, contribute funds for advertising to promote job placement, and attend meetings in support of the placement program that may be called by legislative groups or by the local school officials.

Other functions of the committee are: (2) to recommend strategies for the placement program, and (3) to assist in guidance and student placement.

After the first meeting, it is possible that committee business may be handled via phone. A committee roster should accompany the first mailout of minutes. The effectiveness of the committee will be determined by the dedication of the coordinator and the members. Although federal and state laws and policies mandate advisory committees, the committee can prove invaluable in helping the placement coordinator's awareness of economic conditions, labor market needs, and assisting in matching the demand and supply of trained workers.

REFERENCES: "Vocational Advisory Committee . . . Functions & Activities" (Published by the Advisory Council for Technical-Vocational Education in Texas)

"ACTVE NEWS, November, 1981, Vol. XII, Number 11."

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37 TOPIC: A PRESENTATION ON THE EFFECTIVE UTILIZATION OF VOCATIONAL ADVISORY COMMITTEES

PRESENTER: Jose Calvillo, Jr., Weslaco, I.S.D.

I. Federal Legislation on Advisory Committees
   A. Slide Presentation
   B. Handout

II. Justification of Advisory Committees
   A. Vocational curriculum relevant to business and industry
   B. Partnership between the Occupational Training Programs and the industry it serves.

III. Types of Advisory Committees
   A. General Advisory Committee
   B. Occupational (Craft) Committees

IV. Establishing an Advisory Committee
   A. Set rules of operation (by-laws)
   B. Recognition by school board
   C. Criteria for selection of members

V. Weslaco I.S.D. Vocational Advisory Committees
   A. Method of Operation
   B. Organization and Structure
   C. Goals and Objectives
   D. Vocational Guidance and Counseling Committee

VI. Sources for Establishing Effective Vocational Advisory Committees
   A. State Advisory Council
   B. Education Service Center
   C. Independent school districts with active advisory committees

VII. Aids used in presentation
   A. Slide tape presentation--"Effective Utilization of Advisory Committees"
   B. Weslaco I.S.D. Advisory Committee By-laws handout (attached)
   C. Handout--"Possible Council Activities (attached)
   D. Panel--Vocational Guidance Personnel (Weslaco I.S.D.)

TICLE I - NAME

The name of this committee shall be the General Advisory Committee for Vocational, Technical, and Adult Vocational Education of the Weslaco Independent School District.

TICLE II - PURPOSE

The purpose of this committee is to provide a link between the school system's program of vocational, technical, and adult vocational education and the community through which its activities may be coordinated. The function of this council shall be to act in an advisory capacity in all matters pertaining to the secondary school students, out-of-school youth and adults of the community and to assist the Director of Vocational Education in this pursuit.

:ICLE III - MEMBERSHIP

Section 1. Membership: The committee shall consist of 12 members, appointed by the Weslaco Independent School District School Board on the recommendation of the Superintendent of Schools and the Vocational Education Administrator. Members shall be selected to represent a cross section of industries served by the department.

The active advisory committee may submit names of prospective committee members to the appropriate appointing official.

Section 2. Term of Membership: Members shall serve a term of three years and the effective date of membership shall be July 1. Each member should serve no more than two (2) consective terms.

Section 3. Membership Year: The membership year shall be July 1 through June 30 of each year.

Section 4. Attendance: Each Advisory Committee member is expected to play an active role on the council. Failure to attend two consecutive meetings shall be interpreted as a resignation. Such members shall, however, have the privilege of requesting to waive this requirement.

Section 5. Quorum: A simple majority shall constitute a quorum. No official decision shall be made in the absence of a quorum.

ICLE IV - OFFICERS AND RESPONSIBILITIES

Section 1. Officers of the Committee: Officers of the committee shall include:

1. Chairperson who shall:

   a. Schedule meetings
   b. Preside over such meetings
   c. Appoint all necessary committees

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2. Vice-Chairperson
Shall perform the responsibilities of the Chairperson in the latter's absence.

3. The Secretary
Shall conduct the official correspondence and develop, distribute and maintain the records of all committee proceedings.

4. Craft Committee Coordinator
Shall coordinate the committee activities with those of craft committees.

Each officer shall be elected for a one-year term prior to each July 1.

Section 2. Alternates, Proxy Voting: Substitute or alternate members and proxy votes are prohibited.

Section 3. Time of Election: Elections will be held at the Committee's May meeting.

Section 4. Vacancy: A vacancy in any office for any reason may be filled by the General Advisory Committee for the unexpired portion of the term.

ARTICLE V - FREQUENCY OF MEETINGS

The advisory committee shall meet a minimum of five times per calendar year. Meetings shall be conducted during August, November, January, March, and May.

Additional meetings may be called at the discretion of the Chairperson.

ARTICLE VI - AGENDA

The Chairperson and the Director shall develop an agenda and include a copy of it with a notice of each preceding meeting.

ARTICLE VII - RULES OF ORDER

Robert's Rules of Order shall be followed.

ARTICLE VIII - REPORTING RESPONSIBILITIES

The General Advisory Committee for Vocational, Technical, and Adult Vocational Education shall annually in January prepare written recommendations on vocational programs to the vocational administrator who will then forward the report to the Superintendent of Schools. The General Advisory Committee shall annually in May prepare a written report on their evaluation of the vocational education programs. The General Advisory Committee shall request, through the Superintendent of Schools, to present their reports to the School Board.

ARTICLE IX - CONSTITUTION AMENDMENTS

Amendments of this constitution shall be made upon notification by mail of the total membership of the proposed change no later than 30 days prior to the voting date.

A majority vote of the total membership in an affirmative manner will be necessary to effect such change.

The School Board of the Weslaco Independent School District on this 8th day of December, 1980, authorized the establishment of a continuing committee to be known as the General Advisory Committee for Vocational, Technical, and Adult Vocational Education.

The General Advisory Committee for Vocational Technical, and Adult Vocational Education Committee is intended to supplement and stimulate other types of citizen participation.

The General Advisory Committee for Vocational, Technical, and Adult Vocational Education is expected to contribute to the improvement of the school district's vocational education program by:

1. Assisting with annual and long range planning.

2. Advising on current and long range labor market trends.

3. Conducting occupational/community surveys as related to the vocational education needs of the community.

4. Advising the school district's administration concerning course content and program development.

5. Assisting in finding on-the-job and full-time placement of students.

6. Facilitating communications that create good public relations between the school and the community.

7. Providing assistance to administration through assigned activities associated with program staffing.

8. Providing a consulting service to the administration in the areas of equipment and facility planning.

9. Assisting in program review activities and/or program evaluation.

10. Identifying and assessing community resources that will offer support to the instructional program.

11. The General Advisory Committee for Vocational, Technical, and Adult Vocational Education shall annually in January prepare written recommendations on vocational programs to the vocational administrator who will then forward the report to the Superintendent of Schools. The General Advisory Committee shall annually in May prepare a written report on their evaluation of the vocational education programs. The General Advisory Committee shall request, through the Superintendent of Schools, to present their reports to the School Board.

In authorizing the organization of the General Advisory Committee for Vocational, Technical, and Adult Vocational Education, the School Board pledges cooperation in the committee's work. The General Advisory Committee for Vocational, Technical, and Adult Vocational Education will be expected to operate within the guidelines set forth.

GENERAL ADVISORY COMMITTEE POLICIES

- Each vocational-technical program shall have a special craft advisory committee composed of persons with expertise in that occupational field. Subcommittees shall be established to address specific occupational concerns.

- The vocational guidance and counseling section shall have one advisory committee to serve the total vocational guidance and counseling services with the WISD. This includes vocational counselor, Occupational Orientation (Investigation and Exploration), and Vocational Job Placement Coordinator for the district.

I. All recommendations for membership of craft advisory committees will be submitted in advance through the vocational education administrator. All recommendations should include name, title, business name and address, occupational background, and their affiliation in trade and occupational associations.

- The superintendent of schools will make all official appointments of craft committee members by letter. Names of those recommended for appointment should be submitted to the superintendent by the vocational administrator.

- The school personnel in charge of the craft committees is responsible for preparing a tentative agenda approved by the chairperson of the committee and forwarded to the respective members one week prior to the meeting.

- The school personnel in charge of the craft committees will serve as an ex officio member and a recorder for said committees.

- Craft committee recorders will be responsible for submitting a handwritten or typed draft of the minutes to the vocational administrator, who will print, distribute, and record them.

- Instructors and other personnel will have the opportunity to suggest agenda items to the chairperson of the committee.

- Each craft committee shall meet at least two times each year. One meeting shall be in October and the second meeting in April. The first meeting of the Craft Committee shall include in the agenda (1) reviewing of the accomplishments of the past year; (2) complete orientation of the specific program; and (3) objectives for the year. The second meeting should include in the agenda (1) results of committee evaluation; (2) recommendation of the committee; and (3) accomplishments for the year.

POSSIBLE COUNCIL ACTIVITIES

A. STUDENT RECRUITMENT, SELECTION, AND PLACEMENT

1. Encourage students and parents to consider vocational-technical education and training through visits to "feeder schools," speeches to civic clubs, career-day meetings, etc.
2. Provide information concerning desirable personal, educational and basic skill qualifications needed by applicants for entry-level jobs so that educators can properly plan student recruitment, education and training programs.
3. Arrange plant or field trip visits for students and counselors.
4. Provide vocational guidance literature to teachers, counselors, students, and parents.
5. Assist and participate in surveys of local industry manpower needs.
6. Assist in the development of aptitude, achievement, certification and licensing tests related to employment of graduates.
7. Assist in the placement of students in part-time work during the school year and summer vacations, primarily in cooperative and work study programs.

B. INSTRUCTIONAL PROGRAM

1. Assist in the development of the Five-Year State Plan for Vocational Education and the Annual Program Plan and Accountability Report.
2. Review staff and board of education budgets and advise as to the adequacy thereof.
3. Be knowledgeable about course content to assure its currency in meeting the changing skill and knowledge needs of the industry.
4. Assist in the evaluation of physical conditions and adequacy of equipment.
5. Assist in the procurement of needed school equipment.
6. Assist in the development of school policy concerning production work to be undertaken by students so that this work will be of instructional value in the educational program.
7. Assist in the establishment and maintenance of a career education library of visual aids, magazines, and books concerning industry.
8. Be knowledgeable about the educational and training programs conducted with funds made available by the Comprehensive Employment and Training Act, Education of Handicapped Act, vocational rehabilitation programs, proprietary schools, apprenticeship programs, etc.
9. Assist in the development of an evening school skill improvement program for personnel employed in the school physical plant.

10. Assist in the development of related courses for apprenticeship and on-the-job training.
11. Arrange plant or field trip visits for teachers.
12. Provide sample kits of raw materials, finished products, charts and posters, etc., for exhibit and instructional purposes in classrooms and shops.
13. Be knowledgeable about student fees and charges for courses and programs.

C. TEACHER ASSISTANCE

1. Assist in making arrangements for local teachers to attend regional and national meetings of industry and teacher organizations.
2. Encourage teachers to establish cooperative relationhips between the schools and industry.
3. Assist teachers in obtaining summer employment related to their teaching field.
4. Be knowledgeable about teacher qualification requirements.
5. Assist in the establishment of outservice training programs for teachers.
6. Assist in developing a list of substitute or resource instructors from industry to help regular teachers.

D. STUDENT RECOGNITION

1. Provide financial assistance for graduates who wish to continue their education and training.
2. Recognize and honor outstanding students.

E. PUBLIC RELATIONS

1. Assist in obtaining speakers to address trade and civic groups concerning industrial education and training programs in the school.
2. Provide news stories concerning school programs to magazines published for specific industry groups.
3. Provide news stories concerning the school program to local news media.
4. Attend meetings in support of vocational and technical education which may be called by local and state school officials, boards, and legislative groups.
5. Participate in radio and television programs designed to "sell" vocational and technical education to the public.
6. Advise employees and their families concerning school programs by posting information on bulletin boards and putting news stories in company bulletins.
7. Hold an annual public meeting to give the public an opportunity to express views concerning the local vocational-technical education programs.

F. SUGGESTED PROGRAM TOPICS AND ACTIVITIES

1. Implementation of Council Responsibilities:
   Program Evaluation
   Allocation and distribution of Federal, State and local funds

Participation in the development of vocational-technical plans
Analyzing job needs and the relevancy of courses offered
Sex discrimination in vocational education programs
Annual Report to local boards of education and/or Board of Trustees

2. Council Relationship with Comprehensive Employment and Training Act Prime Sponsors.
3. Programs for Disadvantaged and Handicapped.
4. Dinner meeting with vocational-technical instructors.
5. Meeting with school principals.
6. Meet with program or "Craft" committees.
7. Vocational guidance and student placement and follow-up.
8. Assist in Vocational Education Week activities.
9. Meet with the county elected officials.

G. REPORTS

Prepare and submit to the appointing local board of education or postsecondary educational institution and the State Advisory Council an annual evaluation report which evaluates the effectiveness of vocational-technical education programs, services and facilities and summarizes activities of the local advisory council.

H. SPECIAL REPORTS AND RESOLUTIONS

Prepare and submit to the appointing local board of education or postsecondary educational institution and the State Advisory Council any special reports or resolutions concerning vocational-technical education programs, services and facilities which the local advisory council considers to warrant the special attention of the appointing authority or State Advisory Council.

determined which institutions will be approved will include qualitative ratings.

Invitation to Comment

Interested persons are invited to submit comments, suggestions, and recommendations to be considered prior to the issuance of the final regulations. Written comments, suggestions, and recommendations may be sent to the address given at the beginning of this document. All comments received on or before the 60th day after publication of these proposed regulations will be considered. All comments submitted in response to this notice will be available for public inspection, both during and after the comment period, in Room 5652, ROB-3, 7th and D Streets, SW, Washington, DC between the hours of 8:30 a.m. and 4:00 p.m. Monday through Friday of each week except Federal holidays.

Citation of Legal Authority

As required by Section 431(a) of the General Education Provisions Act, as amended (20 U.S.C. 1232(a)), a citation to statutory or other legal authority has been placed in parentheses on the line following the text of each section.

Dated: April 21, 1980.

Approved:

William L. Smith,

U.S. Commissioner of Education.

(Catalog of Federal Domestic Assistance Nos 13.493, 13.495, 13.500, 13.503, 13.588)

PART 104—STATE VOCATIONAL EDUCATION PROGRAMS

The Commissioner proposes to amend title 45 of the Code of Federal Regulations (CFR), Parts 104 and 105 to read as follows:

§ 104.75 [Amended]

1. Section 104.75 is amended as follows:

§ 104.75(i) is deleted.

§ 104.75(j) [Redesignated as § 104.75(i)]

§ 104.75(j) is redesignated as § 104.75(i).

(Sec. 104(b)(1); 20 U.S.C. 2304)

* * * * *

2. Section 104.97 is amended by revising the lead-in paragraph as follows:

§ 104.97 Annual evaluation report.

The State advisory council, shall no later than March 1, of each year, prepare and submit through the State board to the Commissioner and to the National Advisory Council on Vocational Education, an annual evaluation report covering the previous fiscal year, under the authority of § 101.93(e). This report shall include:

* * * * *

(Sec. 105(d)(3)(A); 20 U.S.C. 2305)

* * * * *

3. Section 104.111 is amended by revising paragraph (d) as follows:

§ 104.111 Establishment of local advisory councils.

* * * * *

(d) Each eligible recipient shall establish a local advisory council which has an appropriate representation of both sexes, an appropriate representation of handicapped individuals, and an appropriate representation of the racial and ethnic minorities found in the program areas, schools, community, or region which the local advisory council serves.

(Implements Sec. 105(g)(1); 20 U.S.C. 2305)

* * * * *

4. Section 104.187 is amended by revising the section heading and paragraph (a)(2) as follows:

§ 104.187 Policies for eliminating sex discrimination.

* * * * *

(a)(2) Incentives adopted by the State for eligible recipients to—

(i) Encourage both women and men to enroll in nontraditional and mixed courses of study; and

(ii) Develop model programs to reduce sex bias and sex stereotyping in training for and placement in all occupations.

(Sec. 107(b)(4); 20 U.S.C. 2307)

* * * * *

5. A new § 101.189 is added.

§ 104.189 Mechanism to verify local advisory council membership.

The five-year State plan shall describe the State's mechanism for verifying that the membership of local advisory councils conforms with the requirements in § 104.111 (c) and (d).

(Implements Sec. 105(g)(1); 20 U.S.C. 2305)

* * * * *

6. Section 104.241(a) is revised to read as follows:

§ 104.241 Content of the accountability report.

(a) The accountability report shall—

(1) Explain any significant differences between program performance during the fiscal year covered by submission of the report and projected accomplishments as set forth in the corresponding State annual program plan;

(2) Set forth the reasons for any discrepancies in the use, amount, and source of program funding, if established goals of the State are not met and what corrective actions were taken bec of the discrepancies;

(3) Analyze the manner in whic actual distribution of Federal fund among eligible recipients complies the assurance given in the general application and in accordance wit policies and procedures in § 104.1 and

(4) Summarize program goals m results achieved.

* * * * *

7. In § 104.303, paragraph (c) is redesignated as paragraph (d), paragraphs (a) and (b) are revised new paragraph (c) is added to rea follows:

§ 104.303 Federal share of expendi national priority programs.

(a) The Commissioner will pay t State an amount not to exceed 50 percent of the excess cost of—

(1) Special educational and relat services above the costs for nonhandicapped students of progr services, and activities under the b grant in subpart 2 and program improvement and supportive servi subpart 3 for handicapped persons

(2) Special educational and relat services above the costs for nondisadvantaged persons of prog services, and activities under the b grant in subpart 2 and program improvement and supportive servi subpart 3 for disadvantaged perso (other than handicapped persons);

(3) Special educational and relat services above the costs for persor who are not classified as persons c "limited English-speaking ability" programs, services, and activities the basic grant in subpart 2 and pr improvement and supportive servi subpart 3 for persons who have lim English-speaking ability.

(b) The Commissioner will pay t each State an amount not to excee percent of the costs of stipends for students entering or already enroll vocational education programs wh have acute economic needs which cannot be met under work-study programs.

(c) The Federal share described in (a) of this section may be increa accordance with § 104.308.

* * * * *

(Implements Sec. 110; 20 U.S.C. 2310)

* * * * *

8. A new § 104.308 is added.

§ 104.308 Federal share of expendit adjusted—national priority programs.

(a) The Commissioner may allow State to exceed the 50 percent Fed share of expenditures for the exce costs of programs, services, and

38 TOPIC: HOW TO WIN FRIENDS AND INFLUENCE SUPERINTENDENTS

PRESENTER: Linda Forsythe, Duncanville I.S.D.

HOW TO WIN FRIENDS AND INFLUENCE SUPERINTENDENTS

PRESENTED AT

SIXTH ANNUAL
TEXAS VOCATIONAL GUIDANCE SUMMER WORKSHOP
HILTON INN
AUSTIN, TEXAS

PRESENTED BY

LINDA FORSYTHE
OCCUPATIONAL ORIENTATION INVESTIGATION
DUNCANVILLE I.S.D.

BASIC OBJECTIVES

OF A

PUBLIC RELATIONS PLAN

TO OBTAIN SUPPORT FROM ALL OF THOSE INVOLVED --- INTERNAL AND EXTERNAL PUBLICS

TO PROVIDE SPECIFIC INFORMATION ABOUT PROGRAMS AND/OR ACTIVITIES

TO AID IN ADVANCE PLANNING OF SPECIFIC ACTIVITIES AND/OR SOCIAL EVENTS

TO DEVELOP SOUND AND CONTINUING SUPPORT OF NEWS MEDIA PEOPLE

TO DEVELOP ADMINISTRATIVE, STUDENT, TEACHER, PARENTS, AND COMMUNITY PRIDE AND SUPPORT

TO PROVIDE STUDENT ENROLLMENT IN THE DIFFERENT PROGRAM AREAS --- MEETING THE STUDENTS' EDUCATIONAL NEEDS

BUILDING SUPPORT FOR

AN OCCUPATIONAL INVESTIGATION PROGRAM

I. BEFORE YOU GET THE JOB

A. Show the principal or personnel director your enthusiasm about the program during the interview.

B. Take a notebook that is organized and outlines the program and activities and timelines you will use once you get the job.

II. WHEN YOU GET THE JOB

A. At School

1. Establish good rapport with other teachers
2. Be a good disciplinarian
3. Be professional (in every sense of the word)
4. Be a hard worker
5. PR you program at every chance
6. Show reasons and need for Vocational Guidance to students
7. Invite your principal to come in and observe or be a guest speaker
8. Team teach where applicable
9. Get involved!
10. Show school spirit
11. Get media support—news releases about your program, career-study tours
12. School newspaper
13. Letters to teachers (Offer to exchange classes one day and explain that students are required to see that all make-up work for career study tours is made up in advance.)
14. Letters to parents (include activities and request for sponsors for career-study tours)
15. Career-study tours (Well organized and managed)
16. Career Day
17. Bulletin Boards, Displays, Posters, Mobiles (These can be placed in the school foyer, school windows, merchant's windows, banks' computerized display announcements of daily activities, etc.)
18. Awards day for students
19. Slide presentation for inservice to let other teachers know what your program is all about (Explain the Comprehensive Texas Vocational Guidance System)
20. Library bookmarkers
21. T-shirt day
22. Co-promotional materials
23. OI students' bulletin board

B. Business, Labor, Industry, The Community

1. Advisory committees
2. Career Study Tours (Well organized and managed)
3. News releases
4. Media support
5. Vocational Educational Week activities
6. Speakers Bureau and Teacher-Community Exchange Program
7. Career Day
8. Student Run Vocational Fair
9. Educational brochures and pamphlets
10. Vocational Education Newspaper
11. Billboards
12. Marquee
13. Programs and displays in the local malls
14. Displays in various public places
15. Civic Club Presentations
16. Develop scrapbook
17. Shadow employers for a day
18. Join the Chamber of Commerce
19. Awards program or recognition night for resource personnel and Advisory Committee members
20. Bumper stickers, buttons, T-shirts, mugs, visors, caps, patches, stickers, and glasses
21. Invite State Board Members to visit your program
22. Business Cards

BOOKMARKERS TO BE PLACED IN LIBRARIES

FOR PR

OF OI PROGRAMS

"HAPPINESS IS...

O.I."

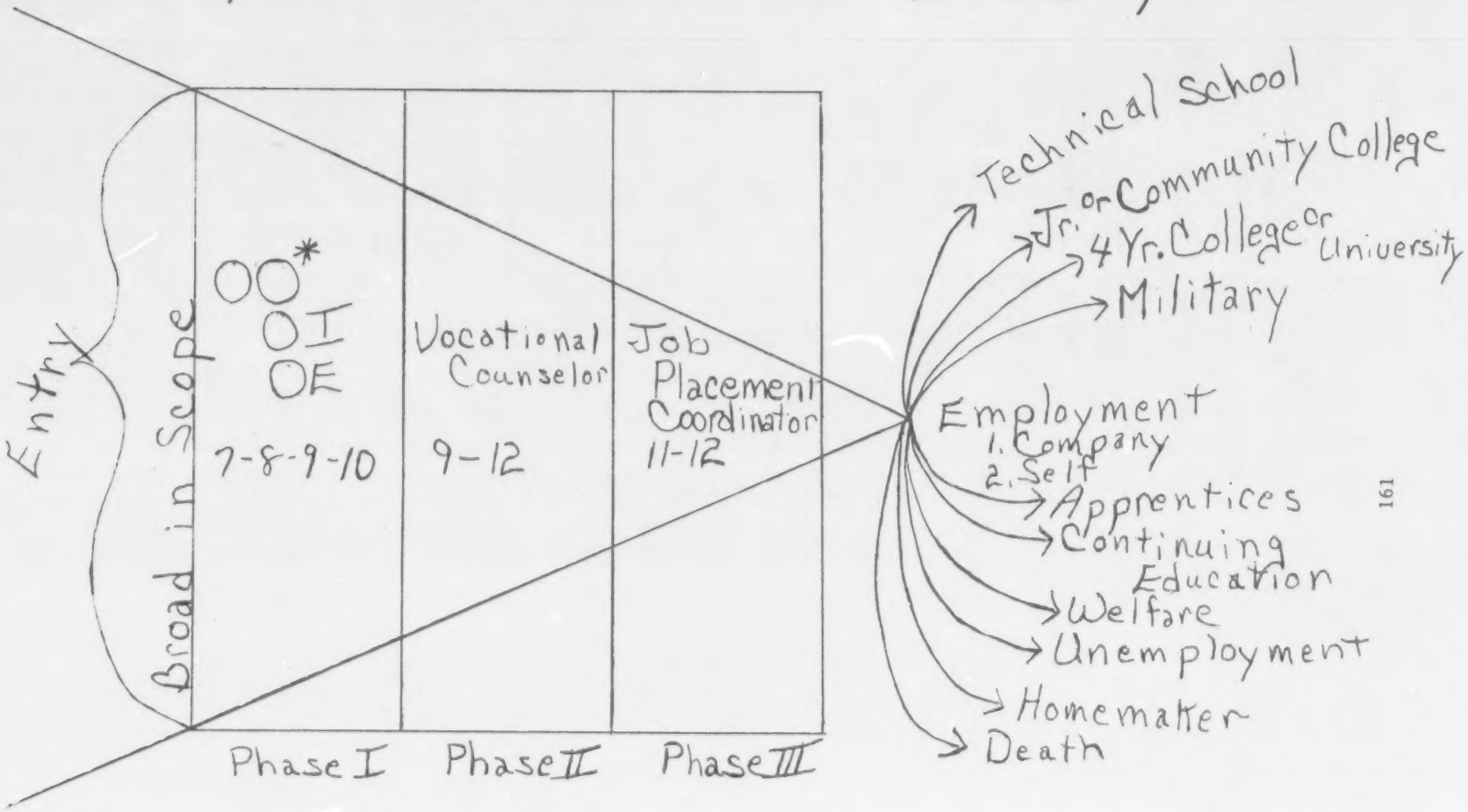
AT

REED!

Reed Jr. High

John Cooper

THE Comprehensive Texas Vocational Guidance System



*Occupational Orientation
Occupational Investigation
Occupational Exploration

39 TOPIC: PUBLIC RELATIONS--WICHITA FALLS STYLE

PRESENTER: Cliff O'Neal, Wichita Falls I.S.D.

Greetings from the North Texas City of Wichita Falls. We are celebrating the Centennial birthdate of our city and many exciting things are happening this year. We sometimes get a lot of bad PR because of desolate country and weather, but we have some of the nicest people in Texas. Wichita Falls is one of the best kept secrets in the state.

I am not here as an Ambassador from the Wichita Falls Board of Commerce and Industry, but we do love our city. We are also excited about the Wichita Falls ISD, Vocational Education and most importantly our students.

This morning I would like to share with you a program we developed to be utilized in both internal and external public relations. We will discuss the program in three phases:

I. Planning and Development

II. Slide/Tape Presentation

III. Flexibility/Uses of Presentation

After the presentation we will address any questions you may have.

Planning and Development

The Wichita Falls ISD Vocational Director, Ms. Sandrea Marvel, organized and tasked the district "Secret is Out" committee to develop methods for internal and external public relations in the Wichita Falls area. One of the goals of this committee, chaired by Mr. Bobby York, was to develop a slide/tape presentation to tell the story of Vocational Education. No one on this committee had extensive experience in developing slide/tape media. The committee established a script writing team, obtained slides from teachers and went to work with business/industry to develop

a twelve to fifteen minute program. The most unique item about this program is the fact that the planning, development and execution was accomplished by vocational counselors and teachers. The committee wanted to include some "success" stories of previous students who are now attending college and/or working. The presentation includes an introduction by a business person who is "sold" on vocational education. A friend of Vocational Education, Mr. Charles Olson, owner of Media Masters, volunteered his services to narrate the program and assist in taping the interviews. The slides were sorted and matched with the script and then we brought it all together. Our presentation is certainly not perfect yet, but you have to walk before you can run.

Slide/Tape Presentation

The presentation depicts all of the Vocational Education programs available in the Wichita Falls ISD and includes slides of business/industry who have participated and made many of our programs possible. The presentation is 17 minutes in length. We have duplicated adequate copies to provide one for each of the vocational counselors and spare copies kept in the vocational director's office to be used as necessary.

Flexibility/Uses of Presentation

We pulsed the tapes in order for one person to present the entire program with a minimum of introduction and media equipment. We also have a live narration version so the presentation can be adjusted when time is a factor. This version has the interviews on a separate tape if use is desired.

The presentation will be shared with advisory committees, service organizations, PTA's, etc. to familiarize them with the programs and goals of Wichita Falls ISD Vocational Education. The presentation will also be used for recruitment of students and to share with academic teachers what Vocational Technical Education is all about.

I challenge you to share this idea with the teachers and vocational directors in your school district. We certainly plan to improve our presentation and I think you can do as good or better.

Thank you very much.

40 TOPIC: PROJECT BUSINESS

PRESENTER: Frank T. Bluda, Junior Achievement of Central Texas

PURPOSE: "TO PROVIDE PRACTICAL AND REALISTIC EDUCATION AND EXPERIENCE IN THE PRIVATE ENTERPRISE ECONOMIC SYSTEM".

THIS PRESENTATION WILL BE DESIGNED SO AS TO ALLOW WORKSHOP PARTICIPANTS TO ACQUIRE A BASIC KNOWLEDGE OF THE PROJECT BUSINESS PROGRAM, WHERE IT IS AVAILABLE, AND HOW TO ACQUIRE IT AS A SUPPLEMENT TO THEIR CLASSROOMS, SHOULD THEY BE INTERESTED.

PROJECT BUSINESS IS A DYNAMIC NATIONAL PROGRAM WHICH MAKES THE WORLD OF BUSINESS COME ALIVE FOR 8th OR 9th GRADE STUDENTS, INCREASING THEIR AWARENESS OF THE ROLE BUSINESS PLAYS IN THEIR DAILY LIVES.

IT DOES THIS BY BRINGING INTO THE CLASSROOM A RESOURCE PERSON FROM THE BUSINESS COMMUNITY CALLED A BUSINESS CONSULTANT, WHO MEETS WITH THE STUDENTS ON A WEEKLY BASIS FOR AN ENTIRE SEMESTER OR QUARTER. THIS FLEXIBLE ECONOMIC EDUCATION PROGRAM FITS INTO A SCHOOL CURRICULUM, SUPPLEMENTING AN EXISTING COURSE IN SOCIAL STUDIES OR ECONOMICS. WORKING WITH THE TEACHER, THE CONSULTANT SHARES WITH THE STUDENTS A PRACTICAL FIRST-HAND APPROACH TO ANY OF THE FOLLOWING AVAILABLE TOPICS:

NATURE OF ECONOMICS

DIFFERENT ECONOMIC SYSTEMS

PRINCIPLES OF SUPPLY AND DEMAND

COMPETITION

CONSUMERISM

MONEY AND FINANCIAL INSTITUTIONS

CAREER EXPLORATION

THESE UNITS, EACH PRESENTED IN A DIALOGUE AND ACTION FORMAT, REQUIRE THE COMBINED SKILLS OF THE CONSULTANT. PROJECT BUSINESS SERVES AS THE CATALYST FOR PROVIDING A VALUABLE LEARNING EXPERIENCE, USING THE CLASSROOM TO FOSTER A BETTER UNDERSTANDING BY ALL PARTICIPANTS.

PROJECT BUSINESS IS A DIVISION OF JUNIOR ACHIEVEMENT, INC., A NON-PROFIT, BUSINESS EDUCATION ORGANIZATION BEST KNOWN FOR ITS SENIOR HIGH LEVEL PROGRAM, CALLED JA. IN THIS NATIONAL PROGRAM, IN OPERATION SINCE 1919, TEENAGERS GAIN PRACTICAL BUSINESS EXPERIENCE THROUGH THE ESTABLISHED "LEARN BY DOING" METHOD OF INSTRUCTION. THEY ACTUALLY ORGANIZE AND OPERATE THEIR OWN MINI-COMPANIES UNDER THE GUIDANCE OF ADULT ADVISERS FROM LOCAL BUSINESS AND INDUSTRY. OTHER DIVISIONS OF JUNIOR ACHIEVEMENT OFFER ECONOMIC EDUCATION TO PRIMARY GRADE AND COLLEGE STUDENTS.

THIS PRESENTATION WILL INCLUDE A REVIEW OF THE MATERIALS ASSOCIATED WITH THE PROJECT BUSINESS PROGRAM INCLUDING THE CONSULTANTS MANUAL, THE TEACHERS MANUAL, AND THE STUDENTS WORKBOOK. A FILM, IF AVAILABLE, WILL BE SHOWN TO BETTER DEMONSTRATE THE ACTUAL CLASSROOM ACTIVITY ASSOCIATED WITH PROJECT BUSINESS. BROCHURES WILL BE AVAILABLE FOR WORKSHOP PARTICIPANTS.

DISCUSSION WILL FOLLOW THE BASIC PRESENTATION SO AS TO ALLOW FOR ANY QUESTIONS WORKSHOP PARTICIPANTS HAVE CONCERNING THE PROGRAM.

41 TOPIC: TEXAS HEALTH CAREERS--TRACKING/PLACEMENT SYSTEMS HELP GUIDE STUDENT'S CAREER PATHS

PRESENTERS: Mike A. Garcia, Texas Health Careers
Rosa H. Hunt, Texas Health Careers

Frank Smith is an eighth grade student at Prairie Dog Junior High School. This morning he attended a Texas Health Careers assembly presentation.

Life after high school seems like a long way off, and Friday night's football game against the rival Boomtown Bulldogs had been much more on his mind than determining his long-range career ambitions. Frank didn't have great expectations for the assembly program. He knew he didn't want to be a doctor, so he decided that assembly period would be a convenient time to finish his math homework.

But the homework had to wait. The assembly was fun and interesting. Frank found himself intrigued by the discussion of the vast array of jobs available in the health care field--careers ranging from management and engineering to therapy and skilled technical areas; careers for which he could train either on the job or through many years of advanced education. He learned about health careers that would capitalize on his vocational interest--photography and chemistry. At assembly Frank met administrators from local hospitals-Prairie Dog Memorial and Prairie Dog Hospital District. He heard about health-related employment opportunities available in his hometown that he didn't realize existed. Frankie comprehended for the first time that with so many opportunities in so many industries available, his career exploration should start right away. The health careers presenter had made some good points about career decision-making. He realized now that although paychecks are important, other factors needed to be considered--things like job stability, challenge and professional growth, marketability and enjoyment.

He decided that the health field was worth looking into, so he filled out a reply postcard that was distributed at the presentation. It only took a minute--name, address, school, grade, telephone, etc. He also listed a few careers mentioned that particulary piqued his interest. On his way home from football practice, Frank dropped the card in the mail and promptly returned his undivided attention to Friday night's game.

Frank doesn't know it, but he has made his first contact with an organization that will be a guiding influence in his life for many years to come.

Frank is a hypothetical example of how a student will enter the Texas Health Careers (THC) Student Tracking System, a major project in THC's expanded scope of recruitment and promotional activities. The underlying premise of the Student Tracking System is that students tend to gravitate toward those career areas which they have had the most exposure. Through such a mechanism, THC staff will be able to identify students who are potential members of the health care team and guide them through their career decision making process.

Let's go back to Frank for a moment to illustrate how the tracking system might operate.

Upon receipt of his request for additional health careers information, his statistical data will be fed into a computer system. Within a few weeks he will receive a Health Careers in Texas booklet, introducing him to over 150 career areas available in the health care field. At the same time, his parents will receive information about Texas Health Careers and its interest in helping Frank make thoughtful, informed decisions about his future.

Frank has expressed a particular interest in medical technology and biomedical communications, so later on he will receive more indepth information on these career options. He will be encouraged to call or write Texas Health Careers for any additional questions or concerns he may have about planning for his future. Each time contact is made with Frank, pertinent information will be added to his personal field at THC.

Meanwhile, Frank's local hospital administrators have been sent printouts of students responding to the assembly presentation, and are organizing tours of their facilities for Frank and his fellow students.

Since Frank is an eighth grader, in a few months he will receive a personal letter from "his" Health Careers field representative encouraging him to plan his high school courses conscientiously, keeping in mind what courses will be important when he applies for post-secondary allied Health education.

Throughout his high school years he will be periodically contacted by THC with additional information on his areas of interest-emerging trends in employment and technology, new training programs, salary projections, etc. Each communication will be personalized and tailored specifically to Frank's individual needs and ambitions.

At the appropriate time, Frank will receive information about how to apply to college and for financial aid programs availabel to him. He has decided to become a medical technologist, and THC has communicated his interest to Texas colleges offering medical technology programs for their follow-up recruitment activities.

Frank has become an old friend at THC by the time he's ready for college, and his file indicates a bright and accomplished budding health professional. His THC "mentor" feels Frank is an exceptional candidate, and after talking with Frank and his parents, it is agreed that a copy of Frank's file and a letter of recommendation from THC will be forwarded to the admissions officer of the college of his choice.

Frank isn't through with THC yet. He will continue to receive support and encouragement throughout his college years. During his senior year he will receive literature about medical technology opportunities in Texas hospitals and tips on how to apply for a med tech position and how to develop his interviewing skills.

At this point the Placement Service will be responsible for assisting Frank in marketing his skills and finding his ideal niche in a Texas health facility. If he decided to relocate later in his career the Placement Service will be there to help.

Our hypothetical Frank is an idealized example of how the incipient THC Student Tracking System will operate at its fullest optential. We've used Frank to illustrate how tracking a student will allow us to customize and personalize our recruitment activities. Although Frank entered the Student Tracking System in eighth grade, he might have come into the system at any point in time, as a high school or college student or even as an employed health worker. The possibilities for development and application of the system are as exciting as they are diverse.

For further information concerning career presentations and to receive copies of our current publications write Texas Health Careers, P. O. Box 155787, Austin, Texas 78761 or call 1-800-252-9403.

42 TOPIC: APPRENTICESHIP OPPORTUNITIES IN TEXAS

PRESENTERS: Dan C. Lowe, Texas Education Agency
Darrell Williams, Associated Builders & Contractors

1.) Objective of Apprentice Training
- help fill the country's industrial manpower needs for qualified, skilled craftsmen.
- teach and develop good work habits.
- offer a training program in which a student (adult) earns while learning a trade.
- provide an alternative to other educational programs for those high school graduates who do not want to enter the purely technical or professional fields.

2.) General Information
Apprenticeship training is characterized by a combination of on-the-job training and related instruction. Both are necessary. Because the apprentices are working students, they are taxpayers. The self-sufficient apprentice, working toward greater employability, makes a better citizen. The apprentices are potential business and community leaders of the future as well as stable workers and citizens. Most programs are 2 to 4 years in length.

3.) The Training Committee
Apprentice training programs are normally conducted by a sponsor or sponsors through a training committee. These committees also are known as apprenticeship committees. If there is more than one sponsor, each is represented equally on the committee. If management and labor co-sponsor a program, each is equally represented and the committee is called a Joint Training Committee (JTC) or a Joint Apprenticeship Committee (JAC). The committee is an autonomous local group which

provides for the orderly operation of the apprentice training program for a particular craft.

4.) Funding
Chapter 33 of the Texas Education Code authorized eligible recipients (LEA's) to submit budget proposals for the funding of apprenticeship related instruction classes. All apprentices must be registered with the Bureau of Apprenticeship and Training in order to qualify for funding.

Mr. Darrell Williams, Executive Director, Central Texas Chapter of the Associated Builders and Contractors (A.B.C.), gave a presentation on the A.B.C. apprenticeship program and concluded with a twenty minute slide presentation. The film highlighted the various requirements to enter and the opportunities opon completing one of the A.B.C. apprenticeship programs.

43 TOPIC: THE ADULT LEARNING CENTER

PRESENTER: Ralph Mock, Texas Education Agency

The major purpose of adult basic education is to help adults acquire the basic skills necessary to function in society. The programs provide opportunities for persons to learn the English language, learn to read and write, and in general to become more employable, productive, and responsible citizens.

The United States census from 1940 through 1980 showed that from approximately 180,000 to 200,000 persons, age 25 years and older, had no years of school completed. The percent of persons with no years of school completed was 5.3% in 1940, 4.4% in 1950, 4.1% in 1960, 3.0% in 1970, and only 2.3% in 1980. Even though this number is declining, the total number of persons with no years of school completed is staying about the same.

There is a significant relationship between years of school completed and the unemployment rate. The labor department reported in March 1982 that the unemployment rate for high school dropouts reached 12.1% compared to 8.5% for those who were high school graduates. Unemployment among college graduates was 3% or lower than any education group measured.

The U.S. Census Bureau in 1974 made a study of earnings based on number of years of school completed. The dollars are reported in 1972 dollars. The lifetime earnings of persons with five years or more of college was reported to be $852,000; four years of college completed was $710,000; high school completed was $480,000; grade school completed was $345,000; and those with less than eight years of school completed was $280,000.

Additional evidence of the counter productive impact on low-level education in the United States was that based on the 1970 census. Up to 33% of those with less than eight years of school were found to be in poverty. Less than 10% of those who completed four years of high school were in the poverty category, and under 3% of those with four years of college completed were in poverty. Current data of the Bureau of Labor Statistics shows that the number of persons available for each 100 jobs in 1980 was 104.2. It is projected that by 1985, there will be 102.7 persons available for each 100 jobs and that by 1990, this will decline to 102.4 persons for each 100 jobs. This projection indicates the need for more explicit and effective guidance services for undereducated adults to prepare them for the society in which they must live and work.

The adult basic education program in Texas has available in state and federal funds approximately $11,000,000 for program operation each year. With this amount of money, over 130,000 adults are involved in basic education programs. More than 6,000,000 student contact hours are aggregated by these students.

The adult education program has a number of very positive results. For example, over 4,000 persons obtained jobs as a result of experience gained in adult education. Another 4,000 plus were upgraded to a better job as a result of the program. About 500 people learned enough education to obtain employment and thus be removed from public assistance. Approximately 20,000 adults were reported to have obtained the GED equivalency certificate as a result of the adult education program.

In summary, guidance services are a continuing need for adults enrolled in the adult education program. These services need to be specific and individualized to the great variety of life and making a living problem that adults encounter daily.

44 TOPIC: COUNSELING FOR CAREERS IN HIGH TECHNOLOGY

PRESENTER: Robert D. Whitney, Bell and Howell Education Group

This presentation was based on material gathered by Bell & Howell Education Group for publication in a new brochure entitled, "Counseling for Careers in High Technology." The presentation also included an award-winning guidance film depicting the work and lifestyles of eight technological specialists employed in a broad range of industries.

The presentation and its supporting materials brought together, in a readily understandable format, a compilation of tested guidance practices and opinions regarding the effective counseling of technically inclined high school students.

The presentation began with a discussion of the dramatic effects the technological revolution has had on our lives and institutions at almost every level. The question then addressed was how best to evaluate and direct students toward the opportunities created by the breakthroughs in electronics and computer technology.

These two areas -- electronics engineering technology and computer science -- are the two fields of technical education in which Bell & Howell Education Group specializes.

The ideas discussed are based on some of the most widely accepted principles applied by counselors and educators working in the technical field and observations drawn from the direct experience of Bell & Howell Education Group.

The counseling process was reviewed, beginning with an approach for determining a student's aptitude structured along the following lines:

- Establishing the student's primary interests
- Looking for mechanical interests and aptitudes
- Determining strengths in subjects related to physical and mechanical sciences
- Identifying and evaluating the student's own personal priorities
- Defining the lifestyle to which the student aspires

With these factors as a basis the counselor can go on to match up interests with actual courses studied and determine if and what additional scientific and technical subjects the student should add to this curriculum, or at least explore, in building a sound foundation for postsecondary education in a technological field.

The discussion cautioned that, while math is important in most areas of technical education, an abundance of such expertise is not always necessary. In the field of computer science for business, for example, people specializing in software are characterized as being more inclined toward logic and languages than math or mechanical science, per se.

Personal priorities are taken into consideration, and once students begin to realistically describe the lifestyle they desire to achieve it becomes easier to provide guidance toward a career that offers the best chance for success and happiness.

The discussion pointed out that students might be encouraged to take a realistic inventory of themselves. Such an inventory should include outstanding past experiences, present feelings toward life, future expectations and attitude toward themselves and others. Talents, skills, strengths and weaknesses should be listed by the student and evaluated. The order of importance in which they place such things as social accomplishment, independence, challenge, security and income should be noted. Most counselors are aware that all such preference factors will ultimately affect a student's chances in a given field.

Income level, environment, needed education -- all are elements contributing to the achievement of the living standard the student wants and needs.

Differences in individual characteristics of students aspiring to technological careers was discussed. For instance, this example from Bell & Howell Education Group experience is cited: The typical Electronics Engineering Technology applicant usually exhibits primary interest in design, construction and hands-on experience with technological devices. On the other hand, the Computer Science for Business candidate prefers the practical application of the device (computers, in this instance), evidences a flair for logical thinking, enjoys such so-called "thinking" games as chess and bridge and usually has strong language capability.

The importance of bringing technically minded students into personal contact with professionals in the field was pointed out. This "first hand" report often results in the complete picture necessary for the counselor to draw up a sound guidance program -- a skill that is increasingly needed in the growing complexity of our technological age.

The need for an awareness of problems that exist in technical education -- in both technical schools and universities -- was emphasized as a major consideration in selecting a postsecondary school. Some of the more prevalent of these problems specified were:

- Often mentioned by educators are the uncertainties in the maintenance of state-of-the-art curricula and essential supporting equipment , a situation that is especially critical in uncertain economic times .
- A lack of qualified instructors is a constant concern of technical schools, colleges and universities. This chronic staffing problem is the direct result of faculty members opting to go to work in industry, usually for financial reasons.
- Another hindrance to good technical education is the lack of meaningful communications between industry and school concerning curriculum development, with subsequent placement difficulties being the obvious result.

The over-all impact of electronics and its marvelous by-product, the computer, in all areas of modern technology was discussed. The key people in the design, development and maintenance of electronic products were identified as follows:

- The engineer creates new electronics technologies and products--things that have never been before. This work is mostly theoretical, applying available scientific knowledge to effect the construction and operation of new devices and systems.
- The electronics technologist works closely with the engineer in coordinating people, material and machines assigned to a project. In various ways, the technologist extends and puts into practical application the the research and development initiated by the engineer. Responsibilities include solutions to problems that may develop in the application process.
- The technician utilizes a combined variety of skills and both theoretical and practical knowledge to execute and supervise such hands-on tasks as maintenance, trouble shooting and also assists the engineer and technologist in the more practical aspect of their efforts.

The key computer areas were also described:

- First is the area of hardware -- the computer itself -- its design structure and research and development support, all of which involve electronics technology.
- Next is software, the development of the languages which are used to activate the computer.
- Finally there is the front-line of programmers and systems analysts who utilize the software to "talk" to the computer This, of course, is the practical application of software to accomplish the assigned task.

The far-reaching changes being wrought by the electronics era in combination with the Computer Revolution and the resulting career opportunities were reviewed in detail. Employment projections in these two key fields were also presented.

The presentation noted that at Bell & Howell Education Group, the students of our different programs evidence a clear and, for the most part, consistent pattern of characteristics. As they may apply in other areas of technical education, here are the traits in summary.

Characteristics of our Electronics Technician Diploma student usually include:

- An indication of technical curiosity and a liking for hands-on contact with all things technical.
- A record of success or indication of a resonable amount of aptitude in math, science, physics or other technical education subjects.
- A liking for action, but not necessarily behind a desk.

The characteristics of our typical Electronics Engineering Technology degree candidates are:

- A liking for the process of solving problems
- A real interest in math and science at all levels.
- An innate technical curiosity, particular in the design and development areas.
- Distinct leadership capability.

Characteristics of the typical Computer Science for Business candidate preparing for a career as a programmer or as a systems analyst are:

- Strong language capability
- Logical thinker, with the ability to assess and analyze problems and structure practical answers.
- Interest in the humanities.
- Capable of a high degree of sustained concentration.

The final section of the presentation briefly summarized the programs and scholarships offered by Bell & Howell Education Group and described the special assistance program for high schools and the fellowships offered to high school teachers of Electronics, Computer Science, Math and Science classes.